ED 354 297 AA 001 234

Resources in Education (RIE). Volume 28, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for JUL 1979. (CRW/WTB)

ED 354 298 CE 062 399

Jurmo, Paul
Participatory Literacy Education: An Update.
PUB DATE- 10 Mar 93
NOTE- 16p.; Revised version of a paper presented at an Adult Education Colloquium at the Ohio State University (Columbus, OH, October 12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; *Cooperative Learning; Educational Change; Educational History; *Educational Innovation; Educational Needs; Graduate Study; *Literacy Education; *Student Participation; *Teaching Methods

A participatory approach to adult literacy education aims at getting the learner to function at the highest level of responsibility possible regarding program activities; it demands an active approach. Characteristics of a participatory literacy program include the following: activities that emphasize what learners already know, learners participating actively, learners working as a team, learners identifying problems and figuring out how to solve them, learners taking risks, and learners serving as "facilitators" and "resource persons" for this process. Participatory literacy education began in small community-based organizations, where most of the participatory approaches are still taken today. However, the idea is starting to catch on in other segments of the field as well, including workplace literacy, volunteer programs, student

ED 354 315 CE 063 004

National Crime Information Center Mandatory Minimum Standards Curriculum for Full Access Terminal Operators. Volume Two--NCIC "Hot" Files.
PUB DATE- 92
NOTE- 1,403p.; For volume 1, see CE 063 003.
LANGUAGE- English
EDRS Price- MF11/PC57 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Computers; Computer Science; *Crime; Criminal Law; Criterion Referenced Tests; Curriculum Guides; Information Centers; Information Dissemination; *Information Networks; *Information Processing; Information Science Education; *Information Systems; Instructional Materials; Job Training; Law Enforcement; Lesson Plans; Online Systems; Postsecondary Education; Standards
IDENTIFIERS- *Computer Related Occupations; *National Crime Information Center

This document is the second volume of a two-volume set of lesson plans that together make up a complete training package for full-service terminal operators. The lesson plans are designed to ensure that a state's National Crime Information Center (NCIC) training program meets Advisory Policy Board standards. (NCIC is a nationwide computerized information system serving local, state, and federal criminal justice agencies.) This volume reviews policies of the 12 "Hot" Files maintained by the NCIC and provides instructions for completing transactions into the files. Separate lesson plans focus on these "Hot" Files: license plate; article; securities; vehicle; boat; gun; wanted person; foreign fugitive; United States secret service protective; bureau of alcohol, tobacco, and firearms violent felon; missing person; and unidentified person. An introductory page to each lesson plan lists title, time allotted, target group, and method of instruction. The lesson plan consists of a statement of goal and objectives, criterion test and test answers, lists of required materials, and the instructional content itself. Certain materials are provided: information sheets, bibliography, overhead transparency masters, and handouts. The instructional part of each lesson plan is divided into 12 parts. Part 1 is an introduction to the importance of the file. Part 2 defines the file for NCIC purposes. The various NCIC transactions are discussed in parts 3-10 (called "the message sections") each of which consists of the following: a purpose section that explains the reason for each transaction; a requirements section that states the specific data needed to perform each transaction; an interpreting responses section that reviews all possible responses the operator may receive or generate to other agencies as a result of the transaction transmitted; and a guidelines section that reviews policy issues. Part 11 provides the amount of time the record remains in NCIC. Part 12 highlights the file and reviews critical points. (YLB)

ED 354 316 CE 063 013

The Emergency Medical Services Survey of Metro Atlanta Employers.
PUB DATE- Jan 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test,

ED 354 332 CE 063 036

The Tikipunga Experience. A Case Study in Modular Learning. Developing a Qualifications Framework for New Zealand.
PUB DATE- 92
NOTE- 27p.; For related documents, see CE 063 028-031 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Criterion Referenced Tests; *Demonstration Programs; Educational Change; Employment Qualifications; Foreign Countries; High Schools; Individualized Instruction; *Learning Modules; Mastery Learning; *Minicourses; Outcomes of Education; *Program Implementation; Units of Study; Vocational Education
IDENTIFIERS- National Qualifications Framework (New Zealand); *New Zealand

When the New Zealand Qualifications Authority began designing the National Qualifications Framework, it was discovered that the modular studies program in Tikipunga High School was a model of the type of preparation needed to implement the framework. Characteristics of the Tikipunga modular studies program are as follows: (1) a 6-week semester for each area of learning; (2) precise learning outcomes for each module; (3) criterion-referenced assessment; (4) assessment of student performance shared with the student after each module; (5) mastery learning where appropriate; (6) content overlaps and gaps identified and resolved; and (7) students working at their own learning level rather than at their age level. Six issues critical to changing to modular studies were identified: leadership and coordination, teacher participation, assessment procedures, guidance structure, staff development, and support of the wider community. High schools can change to modular studies by following six steps used at Tikipunga: calling a general meeting, establishing a work group, deciding to make the change, establishing a committee to work out the details of the change, establishing groups to implement parts of the program process, and conducting a formal evaluation. The Tikipunga experience demonstrates the following advantages of the modular studies approach: reexamination of educational philosophy; a learner-focused approach; a flexible timetable; shortening of the working and learning span; clearly stated learning outcomes; a well-developed system of pretesting that enables students to receive examination credit for a module or take a preparatory module; informative assessment; changes in disciplines and subject boundaries; increased teacher awareness, participation, and motivation; and staff teaching to their own strengths. (Four appendices provide a form for module selection, a timetable of module offerings in 1991, three case histories of module selection, and a flowchart for an evaluation process.) (CML)

ED 354 333 CE 063 037

Peddie, Roger
Beyond the Norm? An Introduction to Standards-based Assessment. Developing a Qualifications Framework for New Zealand.
PUB DATE- 92
NOTE- 53p.; For related documents, see CE 063 028-031 and CE 063 034-036.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 354 350 CE 063 063

Persons, Edgar
Did the Value of Education in Agriculture Go Up Today?
PUB DATE- Dec 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; *Educational Improvement; *Educational Research; Postsecondary Education; *Research Methodology; Research Needs; *Research Utilization; Secondary Education
IDENTIFIERS- *Value Added

In an era of ever-shrinking dollars for education and especially for educational research, one must ask the question, "Does the proposed research add value to agricultural education?" Although it may not be possible to answer the question completely, a framework can be developed within which the answer can be pondered. Researchers, therefore, should contemplate seven key points: (1) understand the concept of value added; (2) be prepared to define the benefits; (3) calculate the costs; (4) focus on the elements that can be influenced; (5) make research in agricultural education more programmatic; (6) invite analysis and synthesis; and (7) do research on the cutting edge. Finally, when any research effort is contemplated, the researcher should ask the question, "So what?" Eventually, the research will begin to take on a value that the public can perceive and resources to continue it will be made available. (KC)

ED 354 351 CE 063 064

Wolansky, William D.
Facilitating Women's Involvement in Non-Traditional Occupations.
PUB DATE- 5 Dec 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Needs; Employment Opportunities; Equal Opportunities (Jobs); Federal Legislation; *Females; *Futures (of Society); History; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Sex Bias; *Sex Discrimination; State Legislation; Vocational Education; Womens Education

This paper examines three topics related to women's involvement in non-traditional occupations: (1) the historical origin of occupational classification; (2) the influence of World War II on women's expanded participation in the workforce; and (3) women's entry into non-traditional occupations. The industrial revolution in Europe and later in the United States created the need for occupational specialization. Both the military and the apprenticeship system prevented women from entering into nontraditional occupations. The major shift of women into nontraditional occupations occurred in the United States during World War II when there were insufficient male workers to produce the military supplies needed for war. Women demonstrated that they could be as efficient and capable as men

ED 354 368 CE 063 093

Honick, Craig
Chronic Scandal in the American Proprietary School Sector: A Historical Perspective on Why Treatments Have Not Provided a Cure.
PUB DATE- 22 Apr 92
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Educational Change; *Educational Finance; *Educational History; *Educational Improvement; Educational Legislation; Federal Aid; Federal Legislation; Postsecondary Education; *Proprietary Schools; Student Costs; Student Financial Aid; *Vocational Education
IDENTIFIERS- G I Bill; Higher Education Act Amendments 1972; *Scandals

Since the late 19th century, the proprietary school sector in the United States has undergone four major cycles of scandal and reform: the emergence of the commercial college sector in the 1870s, the progressive era of the early 20th century, the fallout of the Servicemen's Readjustment Act of 1944 (GI Bill), and the period following the 1972 amendments to the Higher Education Act. Early reformers were school operators who addressed concerns over length of courses and solicitation practices. At the turn of the 20th century, external groups attempted to reform proprietary school behavior in these areas: intense competition that forced school owners to use unethical solicitation tactics; schools ill equipped to prepare youth for meaningful careers; and admission of students who could not benefit from instruction. Scandals connected with the GI Bill provisions involved overcharges, lax reporting of dropouts and overpayments, inefficient regulation, and infractions involving Veterans Administration (VA) staff. VA reforms addressed the program, not the proprietary school sector. The modern era of scandal involves disbursement of capital not accompanied by meaningful regulation and oversight and loan defaults. Issues targeted by contemporary reform, with the exception of loan defaults, have not changed much since the turn of the century. To encourage reputable institutions over the disreputable, reformers should work to integrate proprietary schools into the mainstream of U.S. education. (Contains 35 references.) (YLB)

ED 354 369 CE 063 094

Holburn, P. T.
Recommendations for Fair and Unbiased Apprentice Selection. An NTB/HRSC Report. Contract Report.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Apprenticeships; Culture Fair Tests; Educational Research; Employer Attitudes; *Evaluation Methods; Foreign Countries; National Surveys; *Personnel Selection; Postsecondary Education; *Social Bias; *Test Bias; Testing Problems; *Test Selection; Vocational Education

ED 354 386 CE 063 122

Caffarella, Rosemary S.
Psychosocial Development of Women: Linkages to Teaching and Leadership in Adult Education. Information Series No. 350.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; Adult Education; Developmental Stages; *Females; *Interpersonal Relationship; Intimacy; Leadership Qualities; Life Events; Models; *Personality Development; *Self Concept; Socialization; Teaching Methods
IDENTIFIERS- *Psychosocial Development

Theories and models of adult development over the life span provide one of the foundational pieces for gaining a clearer understandings of learning in adulthood. Only recently have adult educators spoken more forcefully about the lack of integrated research on adult women. The purpose of this monograph is to describe those missing female voices as portrayed in the literature of the psychosocial development of women and to suggest links to the practice of teaching and leadership in adult education. Three kinds of studies are reviewed: analysis or conceptualization of the psychological development of women; investigations of developmental issues with all-female samples; and materials on the teaching/learning process with women as well as women and leadership. The first section discusses the literature from two frameworks: more traditional models and entirely new ways of thinking about women's development. Three major themes emerge: the importance of relationships, women's diverse and nonlinear patterns of development, and intimacy and identity. In the second section, suggestions are given for alternative theoretical perspectives, such as critical theory and feminist theory, alternative research designs and data collection techniques, and differing subject pools. The final two sections explore how the literature on women's development could be linked to the practice of teaching adults and on women and leadership within the framework of the three major themes of development, offering practical suggestions for instructors and leaders in adult education. Contains 145 references. (SK)

ED 354 387 CE 063 123

Bowen, Blannie E.; Jackson, Gary B.
Enhancing Diversity in Vocational Education. Information Series No. 351.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cross Cultural Training; Cultural Differences; *Cultural Pluralism; Educational Philosophy; *Ethnic Groups; Intercultural Communication; *Minority Groups; Population Trends; Postsecondary Education; Secondary Education; *Student

ED 354 403 CE 063 146

National Workshop on the Development of Literacy Follow-Up Materials in the Philippines (Quezon City, Philippines, December 9-19, 1991). Report.
PUB DATE- 92
NOTE- 76p.; For related documents, see ED 332 001 and CE 063 144-145.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Audiovisual Aids; Community Development; Curriculum Development; *Disadvantaged; Economic Development; *Females; Foreign Countries; Functional Literacy; Illiteracy; Instructional Materials; *Literacy Education; *Material Development; Migrants; Minority Groups; Slum Environment; Videotape Recordings
IDENTIFIERS- Asia Pacific Region; *Philippines; Postliteracy Programs

This report contains materials from a workshop on the production and use of audiovisual, printed, and folk media as literacy follow-up materials. Chapter I contains the proceedings and consists of an introduction, objective, and summaries of opening speeches, technical/academic presentations, group work, and closing speeches. Chapter II provides these resource papers: "Development of Audio-Visual Literacy Follow-up Materials for Neo-Literates in Rural Areas" (Abbas); "Important Points in Developing Visual, Attractive, and Effective Literacy Materials" (Woo-Hyun); "ATLP APPEAL (Asia Pacific Programme of Education for All) Training Materials for Literacy Personnel in Developing Literacy Materials and Continuing Education" (Garcia); and "ACCU's (Asian Cultural Centre for Unesco) Regional Cooperative Literacy Programmes in Asia and the Pacific--Literacy Materials Development and Personnel Training." Chapter III provides details of the group work, in which participants divided into three groups did field work in three villages and developed materials through this procedure: field survey, preparation of materials, field testing, and revision and finalization. Reports of the three groups include a village profile, description of material development and field testing, and some illustrations or text from the 13 kinds of materials developed by the groups (print media, electronic media/video, folk media). Appendixes include the workshop schedule, participant list, and three welcoming addresses (by Pefianco, Inumaru, and Bautista). (YLB)

ED 354 404 CE 063 148

Labor Issues. Transition Series.
PUB DATE- Dec 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Dislocated Workers; Economically Disadvantaged; Education Work Relationship; *Federal Government; *Federal Programs; Job Training; *Labor Force Development; *Labor Problems; Labor Standards; *Occupational Safety and Health; Public Policy; Retirement; Retirement Benefits; Secondary Education; Transitional Programs; Unemployment; *Unemployment Insurance

ED 354 421 CG 024 762

Maciel, Anna G.; And Others
Features of Wisdom: Prototypical Attributes of Wise People.
PUB DATE- Aug 92
NOTE- 20p.; Poster presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Age Differences; *Females; Foreign Countries; *Individual Characteristics; Personality Traits; Social Characteristics; Theories
IDENTIFIERS- Folk Wisdom; Germany; *Wisdom

Features of everyday conceptions of a "wise person" were examined, based on a model of wisdom-related knowledge (Baltes & Smith, 1990). The goal was to examine whether the psychological theory underlying this model is consistent with lay conceptions of wisdom, and whether everyday conceptions contain additional features not contained in the theory. The model advanced treats wisdom as a body of expert knowledge in the fundamental pragmatics of life. A major question is whether such a knowledge-based approach ignores other facets more closely tied to personality, interpersonal skills, and emotional maturity. One hundred women professionals recruited through a newspaper advertisement who were young, middle-aged, or older, rated 131 descriptive characteristics on a 7-point Likert-type scale on the degree to which each represented their notion of an ideally wise person. Three interrelated sets of findings were obtained. First, characteristics consistent with the psychological theory of wisdom as expert knowledge were seen as highly typical attributes of a wise person. In addition, social-personality-type characteristics emerged as highly typical. Thus, the lay conception of a wise person contains both knowledge and social-personality components. Second, the lay conception of a wise person enjoys a good deal of social consensus. Third, while there were no structural differences among profiles associated with age/cohort, some mean differences in typicality ratings were found. Older women, in comparison to middle-aged and younger adults, rated more peripheral social-personality characteristics as more typical. Ratings of typicality for core features did not show age/cohort effects. (Author/ABL)

ED 354 422 CG 024 763

Office of Juvenile Justice and Delinquency Prevention, 1991 Annual Report.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 91
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; Juvenile Courts; Juvenile Gangs; *Juvenile Justice; Missing Children; Prevention; State Programs; *Violence; Youth Problems
IDENTIFIERS- Juvenile Justice Delinquency Prevention Act 1974

This report fulfills the annual reporting requirements of the

ED 354 440 CG 024 782

Devlin, Kevin M.
Indiana's College Placement and Assessment Center. Innovations.
PUB DATE- Oct 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Bound Students; *Guidance Programs; Higher Education; High School Freshmen; High Schools; *High School Students; Outreach Programs; State Programs
IDENTIFIERS- *Indiana College Placement and Assessment Center

In the early 1980s Indiana had one of the nation's lowest percentages of persons between the ages of 18 and 24 enrolled in college. To increase college enrollment, the Indiana General Assembly established the Indiana College Placement and Assessment Center (ICPAC) to counsel high school students and help them to prepare for college. ICPAC communicates with high school students and their families while students are making decisions about their future. It emphasizes the students' needs for postsecondary education and career planning. While ICPAC publications and services are directed toward all high school students, the program emphasizes communication with 9th-graders. ICPAC services include: a database on individual students (information collected includes high school grades and coursework, postsecondary education plans, career interests, concerns and informational needs; summary reports to schools of annual surveys of 9th-graders; newsletters and publications; postsecondary preparedness reports; presentations and exhibits; a telephone hotline; statewide computer network; and education coalition. Public and private funds support ICPAC. It is too soon to measure the effectiveness of the program. Other states also offer early intervention, postsecondary preparation programs, and minority preparation programs. There are few barriers to transfer of a program such as ICPAC to other states. ICPAC has been popular with high school students and their parents, as well as many state government officials. (ABL)

ED 354 441 CG 024 783

Meyers, Steven A.; And Others
Relationships between Perceptions of Personal and Family Functioning, Defensive Functioning, and Working Models of Caregiving.
PUB DATE- 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregivers; *Child Rearing; College Students; Family (Sociological Unit); Higher Education; Models; *Parent Child Relationship; Parents; Personality Traits; Undergraduate Students

Current psychological literature suggests that positive representations of self and others are associated with sensitivity of caregiving. This study was designed to examine the relationship among self-perceptions, perceptions of family functioning, and caregiving schemata in 618 undergraduates (437 females, 181 males) enrolled in Introductory Psychology courses

ED 354 460 CG 024 802

Stice, Eric; Barrera, Manuel, Jr.
Impact of Parenting Styles on Adolescent Externalizing and Substance Use: A Longitudinal Study.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 92
NOTE- 12p.; Poster presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcoholism; Drinking; Drug Abuse; Longitudinal Studies; Parent Attitudes; *Parent Child Relationship; *Parenting Skills; *Parents; *Substance Abuse
IDENTIFIERS- *Parenting Styles

Past research examining the influence of parenting styles on adolescent externalizing behaviors and substance use has left questions with regard to whether there is a relation between parental social support and adolescent externalizing symptomatology. This study examined the influence of parental control and social support on adolescent externalizing symptoms and substance use using a longitudinal design, and attempted to remedy limitations of past research. Data from a longitudinal study of adolescents (N=454) and their parents were used. Approximately half of the adolescents had at least one parent who met lifetime diagnosis of alcohol abuse or dependence. Parent and adolescent reports of symptomatology and adolescent reports of parenting were submitted to multiple regression and cross-lagged panel correlation analyses. Results showed that parental social support and control were generally negatively related to adolescent externalizing symptoms, alcohol use, and illicit substance use. Additionally, results showed a quadratic relation between parental control and adolescent externalizing symptoms and illicit substance use, but not for adolescent alcohol use. Finally, the results indicated that the assumed direction of causality, from parenting to negative child outcomes, may be incorrect. Future research should examine the mediators through which parental support and control influence adolescent problem behaviors. (Author/ABL)

ED 354 461 CG 024 803

Frazier, Patricia A.; Schauben, Laura J.
Causal Attributions and Recovery from Rape: Implications for Counseling.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychology Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Causal Models; Females; Higher Education; Psychological Characteristics; *Rape; Undergraduate Students
IDENTIFIERS- *Rape Recovery

One factor related to postrape trauma is the survivor's belief about the cause of the rape. Most research to date on the

ED 354 479 CS 011 185

Simpson, Ann M.; Meister, Teddy
Reader's Choice! Ready-to-Use Literature Activities for Grades 4-8.
PUB DATE- 91
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Intermediate Grades; Junior High Schools; Language Arts; Learning Activities; *Literary Devices; Literary Genres; Literary Styles; *Literature Appreciation; Reading Skills; Thinking Skills; Writing Skills

Designed to be an all-in-one resource to give students an understanding and appreciation of literature, this book presents over 130 whole-learning activities that get students excited about literature while building reading, writing, and thinking skills. The book includes a wide variety of reproducible student worksheets, teacher-directed activities, projects, and bulletin board ideas that motivate student to explore and appreciate a wide variety of literary styles. The book is organized into three main sections: "Essential Story Ingredients" includes activities that deal with setting, character, plot, and author style; "Literary Designs" explores the popular literary forms of nonfiction, folklore, humor, and science fiction; and "Outstanding Works" introduces students to award-winning books. Sections in the book are divided into two parts--"teacher's choice" which includes activities and information for teachers; and "reader's choice" which presents students with background information and activities they can work on independently. (RS)

ED 354 480 CS 011 186

Horn, Evelyn D.
Whole-Language Principles Applied to a Remedial Reading Course, X100 at Indiana University at South Bend.
PUB DATE- Jun 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *College Curriculum; College Students; *Course Content; Course Descriptions; Higher Education; Instructional Innovation; Reading Skills; *Remedial Reading; Secondary Education; Student Evaluation; *Whole Language Approach
IDENTIFIERS- Course Development; Indiana University South Bend

This paper presents a syllabus and proposed course outline for X100, a skills-based college remedial reading class (at Indiana University at South Bend) keyed to the whole-language literature. The paper: (1) reviews two sourcebooks for information regarding the use of whole language at the secondary level and lists viable whole language strategies to be used specifically in X100; (2) summarizes comments and observations of local whole language practitioners as well as some comments from a former X100 student; (3) discusses the logistics of carrying out a whole language program in X100; and (4) discusses possible evaluation tools to use in a whole

ED 354 500 CS 011 209

Norris, Stephen P.; And Others
Demographic Causes of Reading Literacy Levels in Newfoundland and Labrador. Report Number 1. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 17p.; For reports 2-6, see CS 011 210-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age; *Demography; Educational Attainment; Foreign Countries; *Literacy; Parent Background; Reading Ability; *Reading Achievement; Reading Research; Rural Areas
IDENTIFIERS- Brain Drain; *Labrador; Literacy as a Social Process; *Newfoundland

A study tested several possible explanations of why the reading literacy levels in Newfoundland and Labrador (Canada) are lower than those in the rest of Canada. Reading literacy was chosen as the focus of analysis for three reasons: (1) the reading score was the most consistent of the three direct measures of literacy; (2) the reading and numeracy scores were very highly correlated; and (3) the writing scores showed the lowest consistency of the three measures. Data on 4,030 native speakers of English (ages 16 to 69 years) born in Canada were taken from a large set of statistics gathered by Statistics Canada in October 1989, on behalf of the National Literacy Secretariat, to test for the following factors: the "brain drain," age, rurality, educational attainment, and parents' education. Results indicated that: (1) when the effects of each of the latter four factors on reading literacy were removed, the average reading literacy was still significantly lower than the average for every province except Prince Edward Island; (2) even when all four factors were taken together, the discrepancy between Newfoundland and Labrador and the nation was barely altered; and (3) the brain drain factor (many educated adults emigrate to other parts of Canada) appeared to be significant. Findings suggest that demographics cannot account for the lower than average reading literacy in Newfoundland and Labrador. (Eight tables and seven figures of data are included.) (RS)

ED 354 501 CS 011 210

Norris, Stephen P.; And Others
The Effects of Demography and Values on Literacy Attainment; and the Effects of Literacy Attainment on Literacy Practices, Economic Benefits, and Perceptions of Quality of Life. Report Number 2. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 14p.; For reports 1-6, see CS 011 209-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Educational Attitudes; Foreign Countries; *Literacy; *Reading Achievement; Reading Attitudes; Writing Attitudes
IDENTIFIERS- *Labrador; Literacy as a Social Process; *Newfoundland

To account for the fact that the average reading literacy in Newfoundland and Labrador (Canada) is lower than the national

ED 354 520 CS 213 683

Geddes, LaDonna McMurray
Journals as Part of the Learning Process.
PUB DATE- Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Higher Education; *Journal Writing; Learning Activities; *Student Journals; Student Needs; Thinking Skills; Writing Assignments
IDENTIFIERS- Writing Contexts

Within the education environment, writing journals are being used across the curriculum and for a variety of purposes--they are often recognized as a means for prompting students to apply the perspective of a particular discipline to their own lives or to facilitate their gaining perspective on personal transitions. Successful use of journals in the education arena incorporate three things: (1) a definition of what is meant by the term "journal" in the particular discipline or class; (2) a decision regarding how the use of a journal will be integrated into the teacher's instructional practices; and (3) a determination of the method, if any, of formally evaluating journal entries/activities. Keeping a journal provides students in introductory courses with a directed opportunity to apply the critical thought processes to course content, class environment, teaching strategies, and individual lives and careers. Journal writing is a natural, effective tool for use in a classroom environment: a tool for facilitating critical thinking and the application of communication concepts to daily life. (Contains 39 references.) (RS)

ED 354 521 CS 213 685

Dyson, Anne Haas
From Prop to Mediator: The Changing Role of Written Language in Children's Symbolic Repertoires. Occasional Paper No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Classroom Research; *Developmental Stages; Early Childhood Education; Freehand Drawing; Interpersonal Relationship; *Social Influences; Writing Research; *Written Language; *Young Children
IDENTIFIERS- African Americans; *Childrens Writing; Emergent Literacy

The development of written language is intertwined with children's experiences with diverse symbolic media. During their second year of life, children begin to use symbolic tools to invest meaning in drawn marks. The evolution of drawing is linked in complex ways to dramatic gesture and speech, sometimes combined in social play. Exploratory play with print and the use of print as a prop within dramatic play are valuable supports for young children's entry into written language. Children first attempt to orchestrate the system

ED 354 538 CS 213 710

Hoar, Nancy
Revise, Resubmit, and Succeed.
PUB DATE- Oct 92
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Editors; *Faculty Publishing; Higher Education; Peer Evaluation; *Revision (Written Composition); *Scholarly Journals; *Writing for Publication
IDENTIFIERS- *Scholarly Writing

Rarely does an author's first submission to a scholarly journal get accepted for publication with few or no revisions. But authors should realize that requests for revisions are in fact grounds for encouragement. Also, authors should be aware that their revision may not be totally acceptable, and they may have to make some more revisions. A veteran editor discusses ways writers can constructively respond to the following 10 frequent comments from reviewers and editors: (1) the submission does not add to the discipline; (2) the author has overlooked a body of previous research; (3) inappropriate subjects (people) were used; (4) not enough subjects were used; (5) the method used was not appropriate for the questions posed; (6) the results do not support the conclusions; (7) something is wrong with the statistics; (8) the paper is poorly organized; (9) certain parts are unclear; and (10) the paper is too long, too redundant, or laced with unnecessary parts. Authors should start revising before a week has passed and complete revisions as soon as possible. They should also write a letter detailing how they addressed the concerns of editors and reviewers. Unless authors get an unqualified, absolute "no," they are on their way to publication. (RS)

ED 354 539 CS 213 712

Ediger, Marlow
Philosophy of Teaching English in the Junior College.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Educational Philosophy; English Curriculum; English Instruction; Higher Education; Problem Solving; *Two Year Colleges; Two Year College Students
IDENTIFIERS- English Teachers

Instructors in junior college English courses need to study, analyze, and experiment with diverse philosophies of teaching. A problem solving philosophy is one worth emphasizing, in which the instructor guides students to select vital problems from a stimulating learning environment. After a problem is identified, information is gathered by the students and a hypothesis is developed. Another philosophy emphasizes an idea centered curriculum, in which the teacher selects sequential

ED 354 558 CS 508 068

Ellis, Michael E.
Perceived Proxemic Distance and Instructional Videoconferencing: Impact on Student Performance and Attitude.
PUB DATE- May 92
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Communication Research; Higher Education; Instructional Effectiveness; *Nonverbal Communication; Personal Space; Recall (Psychology); Student Attitudes; Undergraduate Students; Video Equipment
IDENTIFIERS- *Video Teleconferencing

A study examined instructional videoconferencing to determine the effects of manipulating the perceived proxemic distance between students and an on-screen instructor on students' recall and attitude response ratings. Subjects, 43 undergraduate students from a multi-section introductory public speaking course at a large midwestern university, were subjected to essentially the same videoconference experience, except that 22 were exposed to a shot content of 51.85% of the screen height taken up by the instructor's head height (the near group), and the other 21 exposed to a shot content of 14.81% of the screen height taken up by the instructor's head height (the far group). Subjects responded to a 10-item fill-in-the-blank instrument after the videoconference. Results indicated that the near group scored significantly higher than the far group. Findings suggest that a videoconferencing environment designed to create the impression of social distance may enhance the ability to recall information and positively affect attitudes concerning the videoconferencing experience; and that designers of mediated learning environments should consider the nonverbal communication construct of perceived proximal distance early in the design phase of course development. (One table and one figure of data are included.) (RS)

ED 354 559 CS 508 069

Herbeck, Dale A.; Katsulas, John P.
The Use and Abuse of Risk Analysis in Policy Debate.
PUB DATE- Oct 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Debate Format; Higher Education; *Probability; Rhetorical Criticism; *Risk
IDENTIFIERS- *Policy Debate; Rhetorical Strategies; *Risk Assessment

The best check on the preposterous claims of crisis rhetoric is an appreciation of the nature of risk analysis and how it functions in argumentation. The use of risk analysis is common in policy debate. While the stock issues paradigm focused the debate exclusively on the affirmative case, the advent of policy systems analysis has transformed debate into an

ED 354 577 EA 024 424

Bates, Richard
The Emerging Culture of Educational Administration and What We Can Do about It.
PUB DATE- Jul 92
NOTE- 27p.; Paper presented at the National Conference of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Background; Cultural Context; Cultural Traits; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Global Approach; Postsecondary Education
IDENTIFIERS- *Australia; *Australian Culture

A historical perspective on Australian culture that draws on the meaning of culture and its relationship to the culture of administration begins this paper. Explored is the tension of middle level administrators who are continually caught up in the traffic between policy directives and community needs. The writer posits that the culture of a divided society must be worked at simultaneously at the political, the administrative, and the personal levels. A challenge to Australia's cultural history has been mounted and is nothing less than an attempt to turn Australia from its commitment to the state as a fundamental organizing principle and toward its replacement by the market. Kemmis's (1992) theory of cultural maps illustrates the types of influences on individuals that result in a pervading market culture. The administrative achievement of this and the resulting exclusion of social consideration of value or validity is highlighted. Using contemporary policy from Australia, Britain, Canada, and the United States as examples, school reform issues of school choice, market mechanisms, transfer of resources, equity, self-managed schools, and curriculum change are addressed. The establishment of the global economy and its relationship to educational administrators as well as the construction of a culture of educational administration concludes this paper. (Contains 30 references.) (RR)

ED 354 578 EA 024 425

Cusack, Brian O.
Three Possibilities for Progress in Educational Administration: Reform, Techno-Science Rationality, Research.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Change; Elementary Secondary Education; *Epistemology; Foreign Countries; *Information Technology; *Public Schools; *Research Methodology

ED 354 597 EA 024 634

Barro, Stephen M.
The Distribution of Federal Elementary-Secondary Education Grants among the States. Final Report on the Study Mandated by Congress in P.L. 100-297, Section 6207.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 91
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Block Grants; *Educational Equity (Finance); *Educational Improvement; Elementary Secondary Education; Expenditure per Student; *Federal Aid; Federal State Relationship; *Grants; *Resource Allocation
IDENTIFIERS- Department of Education; Education Consolidation Improvement Act Chapter 1; *Funding Formulas; *Hawkins Stafford Act 1988; Indicators

In the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Congress directed the U.S. Department of Education (ED) to conduct a study of methods used to allocate federal elementary and secondary education grants among the states. This document, the final report on that study, assesses grant distribution funding formulas and the actual interstate distributions of federal aid and examines the rationales for, and effects of, numerous alternatives to the current fund allocation process. The study focuses on the larger ED formula-grant programs, such as Chapter 1 Grants to Local Education Agencies, Chapter 1 Migrant Education, Chapter 2 Block Grants, Mathematics and Science Education, Drug-Free Schools and Communities, Impact AID: Maintenance and Operations, Education of the Handicapped Act Basic and Preschool Grants, Chapter 1 Grants for the Handicapped, Vocational Education Basic State Grants, and Adult Education Grants to States. These programs distributed $8.7 billion in FY 1989--approximately 89 percent of that year's ED elementary-secondary education budget. Fund allocation formulas are generally based on indicators of need, fiscal capacity and effort factors, education costs indicators, and constraints on allocations. Funding formula alternatives involve consideration of poverty factors and other need indicators, adjustments for fiscal capacity, rewards for physical effort, adjustments for cost differentials, and changes in formula constraints. The discussion is accompanied by numerous charts of state-by-state comparisons. (Contains 29 references.) (MLH)

ED 354 598 EA 024 636

Irvin, Judith L., Ed.
Transforming Middle Level Education: Perspectives and Possibilities.
PUB DATE- 92
NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescent Development; Educational Change; *Educational Improvement; *Intermediate Grades; Junior High Schools; *Middle Schools; *School Restructuring; *Student Needs

This book addresses the critical issues of curriculum and

ED 354 616 EA 024 679

Ortiz, Flora Ida; And Others
The Nine Lives of the Facilities Planner.
SPONS. AGENCY- California Educational Research Cooperative, Riverside.
PUB DATE- 12 Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Francisco, CA, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Construction Management; *Construction Needs; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; *School Construction

The construction of new schools is a complex task requiring a great deal of executive direction that is most successfully attained if the executive function resides permanently in one individual. Data were collected through observation of schools in 6 school districts (photographs and films); document analysis (newspapers and other media, and reviews of technical reports); and interviews with principals, teachers, school board members, superintendents, parents, custodians, architects, contractors, and 20 school facilities planners. A successful facility construction process requires the coordination of three functions: executive, providing procedural order and allocating resources; professional, providing specialized knowledge; and representative, balancing attention between special interests and the common good. The facility planner fulfills the executive function, overseeing and coordinating nine fundamental steps involved in school facility construction: (1) needs assessment; (2) long-range planning, including formation of planning and advisory groups; (3) fiscal planning; (4) school building planning, which includes school site planning and selection, architectural services, and educational specifications; (5) contractor bidding; (6) building construction; (7) occupying the building; (8) postoccupancy evaluations; and (9) school facility use, which includes judging the final project and implementing plans for full utilization of the school. (TEJ)

ED 354 617 EA 024 680

Foster, Michele, Ed.
Qualitative Investigations into Schools and Schooling. Volume 11, Readings on Equal Education.
PUB DATE- 91
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Education; Black Teachers; *Case Studies; Elementary Secondary Education; *Ethnic Groups; Ethnicity; *Ethnography; Higher Education; Models; *Multicultural Education; *Qualitative Research; Research Methodology; Theory Practice Relationship

Qualitative approaches in educational research are challenging traditional postivistic, psychometric paradigms by emphasizing: (1) close contact over detachment; (2) multiple techniques in obtaining data; (3) bottom-up inductive frameworks; and (4)

ED 354 634 EA 024 719

Education Issues. Transition Series.
PUB DATE- Dec 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Policy; *Educational Quality; *Education Work Relationship; *Elementary Secondary Education; Federal Programs; Government Publications; Student Development
IDENTIFIERS- *Department of Education; Guaranteed Student Loan Program; *National Education Goals 1990

The United States educational system is not meeting the increasing demand for highly skilled workers required in the international marketplace. While local, state, and federal governments spend $221 billion on public elementary and secondary education, only a small percentage of the nation's students have adequate reasoning and problem-solving skills. Students' knowledge of math and science also lags behind that of their counterparts in other industrialized nations. The Department of Education must help schools meet these challenges and adjust to a higher proportion of poor, minority, and immigrant children. However, the Department faces serious internal problems. In 1990, the President and the nation's governors established the National Education Goals. The goals concern children's readiness for school, their understanding of challenging subject matter, school environments, performance assessment, and readiness to enter the work force. And although the Guaranteed Student Loan Program is helping more students, it is inordinately complex, has poor oversight, and suffers skyrocketing defaults. A direct loan demonstration program, in which the Department becomes the lender, may be a partial solution. Another difficulty is longstanding Department management problems that could hinder efforts at student assistance program reform. A list of related General Accounting Office products is included. (JPT)

ED 354 635 EA 024 720

Irwin, Paul M.
Elementary and Secondary Education Act of 1965: Allocation Methods. CRS Report for Congress.
PUB DATE- 3 Dec 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Federal Aid; *Federal Programs; Federal State Relationship; *Financial Support; Grants; *Resource Allocation
IDENTIFIERS- *Department of Education; *Elementary Secondary Education Act

The Elementary Secondary Education Act (ESEA) of 1965 authorizes 39 programs that are administered by the United States Department of Education and account for $8.6 billion in FY 1993. ESEA funds are distributed through three allocation methods: formulas, discretionary grants, and specifically designated recipients. Almost half of ESEA programs distribute funds through discretionary grants, but most ESEA funds are distributed through allocation formulas. In FY 1993, 93 percent of all ESEA funds are awarded in 39 funded programs, 14 of

ED 354 652 EC 301 820

Osborne, Allan G., Jr.; DiMattia, Philip
Mainstreaming Students with Severe Disabilities: Implications for Public Policy.
PUB DATE- Dec 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Decision Making; Educational Change; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Mainstreaming; Regular and Special Education Relationship; School Districts; School Restructuring; *Severe Disabilities; Socialization; Special Education

Major court decisions concerning the least restrictive environment for students with severe disabilities are analyzed and conclusions are drawn outlining the current status of case law. Court cases have weighed the benefits of mainstreaming against the benefits of providing greater or more specialized services in a segregated program. In general, the courts have held that it is appropriate to sacrifice a degree of academic quality for the sake of socialization and that mainstreaming is not required for all students with disabilities but must be provided, where appropriate, to the maximum extent feasible. School districts are required to use supplementary aids and services to facilitate mainstreaming but are not required to always provide mainstreaming in the student's home school. The article suggests that if school systems do not speed up their restructuring to provide students with an appropriate education in the least restrictive environment, they are likely to be required to do so by court orders. (Contains 23 references.) (DB)

ED 354 653 EC 301 821

Siegel, Janna
Regular Education Teachers' Attitudes toward Their Mainstreamed Students.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Behavior Patterns; Elementary School Teachers; Intermediate Grades; *Learning Disabilities; *Mainstreaming; *Mental Retardation; Student Behavior; *Teacher Attitudes; *Teacher Student Relationship

This study explored teachers' attitudes toward students with learning handicaps mainstreamed into their classrooms. A sample of 44 fourth- through sixth-grade teachers completed attitude questionnaires about selected students with and without learning handicaps in their classrooms, personal data forms about themselves, and behavior profiles for each student selected from their classrooms. Teachers were more rejecting toward students with learning handicaps as compared to non-learning handicapped students, but they reported attitudes of concern for their mainstreamed students significantly more

ED 354 672 EC 301 849

Abmayr, Sandra B.; Day, H. D.
Differences in Retrospective and Prospective Parental Reports of Children's Behaviors.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Problems; *Behavior Rating Scales; Children; Data Collection; *Emotional Disturbances; *Hyperactivity; Incidence; Observation; Parent Participation; Research Methodology; *Sleep; *Validity
IDENTIFIERS- Retrospective Studies (Psychology)

The parents of 64 children (ages 5 to 12) with attention deficit hyperactivity disorder (ADHD), other psychiatric diagnoses, and no history of school or home problems reported the frequency of their children's sleep disturbances in a 40-item questionnaire. Retrospective data were gathered by asking parents to report on the child's behaviors for the 6 months prior to an initial telephone interview. Parents were then instructed to spend the next 2 weeks observing the behaviors, and subsequently were interviewed to get their perceptions of the 2-week period. This prospective part of the study was then continued for another 2 weeks, at the end of which parents again reported the frequencies of sleep-related behaviors. Results suggest that parents of clinical children exaggerate the incidence of behavioral problems in their children when their reports are taken with retrospective methodology. Findings also indicate that such reports of the parents of ADHD children may be subject to greater distortion than those of children with other psychiatric diagnoses. (JDD)

ED 354 673 EC 301 850

Adolescents with Chronic Illnesses-Issues for School Personnel. (Third Edition.) Cydline Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 93
NOTE- 39p.; For the first and second editions, see ED 321 454 and ED 332 408.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Chronic Illness; Curriculum; Demography; Individual Needs; *Instructional Materials; Medical Services; *Models; Psychological Needs; *Psychological Patterns; Secondary Education; Secondary School Students; Social Adjustment; Videotape Recordings; Young Adults

This annotated bibliography provides an overview of the issues and selected resources related to the needs of adolescents and young adults with chronic illnesses. The first section of the document lists 80 bibliographic materials, including books, reports, and journal articles on general medical and social aspects, demographics, school issues, and psychosocial and family issues. References are dated from 1983 through 1992. A section on training and educational materials describes a total

ED 354 691 EC 301 875

Fuller, Renee
The Primacy of Story.
PUB DATE- 91
NOTE- 5p.; For the journal from which this article is extracted, see ED 349 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Cognitive Structures; Elementary Secondary Education; Linguistics; *Moderate Mental Retardation; *Reading Instruction; Story Grammar; *Story Telling; Teaching Methods
IDENTIFIERS- *Ball Stick Bird Reading Method

This article tells the story of how the Ball-Stick-Bird reading system, intended for superior dyslexic students, was applied to the teaching of reading to individuals with severe to moderate mental retardation. The system incorporates developmental linguistics to make story reading easier for the beginning student. The first books of the series are composed primarily of nouns and their action verbs, and gradually adjectives and adverbs are added. In some individuals, an intellectual explosion is triggered, as the teaching system taps a fundamental building block of human cognitive organization, namely, a miniature story built with nouns at first and progressing to nouns and verbs, constituting a fundamental unit of cognitive organization which has been termed the "story engram." Every human culture talks with the engram, thinks with it, and uses it as a building block to produce bigger and bigger stories. It is the universal trademark of the human brain that it spends much of its waking life listening to, telling, and thinking up stories. Two mentally retarded individuals who experienced dramatic personality changes along with the growth in cognition through the use of this approach are profiled. (JDD)

ED 354 692 EC 301 876

Fuller, Renee
Ball-Stick-Bird: Teaching with the Story Engram.
PUB DATE- 90
NOTE- 17p.; For journal from which this article is extracted, see ED 347 789.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Beginning Reading; Cognitive Development; *Cognitive Structures; Elementary Secondary Education; Linguistics; Mental Retardation; Neurological Organization; *Reading Difficulties; *Reading Instruction; Story Grammar; *Story Telling
IDENTIFIERS- *Ball Stick Bird Reading Method

This paper describes the Ball-Stick-Bird reading system, which shows students how all the letters of the alphabet can be built with three basic forms: a circle (ball), a line (stick), and an angle (bird). The method also uses modified phonics and developmental linguistics, aids story reading by using capital letters in the beginning, and enhances story comprehension by laying out the story in idea units. Successful use of the

ED 354 711 EC 301 896

Nezol, A. James
Services for Deaf Blind Children and Youth. Final Performance Report, 10/01/89-9/30/92.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Consultation Programs; *Deaf Blind; *Delivery Systems; *Handicap Identification; Home Programs; Infants; Needs Assessment; Regional Programs; Rural Areas; *State Programs; Technical Assistance; Transitional Programs; Young Adults; Young Children
IDENTIFIERS- *Colorado

This final report describes a 3-year project to provide services to all children (approximately 144) between 0-21 years with deaf blindness in Colorado. The project addressed seven areas: (1) information for identification, (2) technical assistance to develop services, (3) home-based services to infants and toddlers, (4) transition services, (5) parent support, (6) consultation and training, and (7) registry/census. A principal focus of the program was the provision of interagency services in a collaborative mode led by an interagency council. One conclusion was the need for regionalization of resources in such a large state. Accomplishments toward seven objectives are reported in terms of the project's goal and project year, including: providing information for identifying and referring infants and young children with deaf blindness; providing technical assistance in assessment and program development services for infants and preschoolers with deaf blindness; providing support services and consultation to parents, especially in rural areas; and maintaining an updated state registry of infants, children, and young adults with deaf blindness. Conclusions and recommendations are also given for each objective. (DB)

ED 354 712 EC 301 897

Rogan, Pat; Davern, Linda
Inclusive Education Project: A Building-Based Approach to Developing Classroom and School Models That Include Students with Severe Handicaps. Final Report.
PUB DATE- Nov 92
NOTE- 116p.; Appendixes A and G, which are of a local nature, have been removed.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Educational Change; *Educational Practices; Elementary Secondary Education; Leadership Training; *Mainstreaming; Models; Program Development; Program Evaluation; Program Implementation; *Severe Disabilities

The Inclusive Education Project was a collaborative demonstration project between the Division of Special Education and Rehabilitation at Syracuse University and the Syracuse City School District, in New York. It was designed to meet special problems of children with severe handicaps in regular education

ED 354 734 FL 020 925

Guerrero, Maria C. M. de
Mental Rehearsal as a Second Language Learning Strategy.
PUB DATE- Mar 91
NOTE- 44p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (New York, NY, March 24-28, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Drills (Practice); *English (Second Language); Higher Education; *Inner Speech (Subvocal); Interviews; *Learning Strategies; *Pattern Drills (Language); Questionnaires; Second Language Instruction; *Second Language Learning; Spanish Speaking
IDENTIFIERS- *Rehearsal Strategies

Mental rehearsal is a somewhat ambiguous term in the literature of language acquisition, psychology, and second language learning. However, in second language learning it refers to an important strategic behavior involving silent covert practice of the other language, undertaken in relation to an oral or written, future or past language task. A study helped clarify and expand the role of mental rehearsal as a second language learning strategy. A group of 426 native Spanish-speaking college students of English as a Second Language (ESL) was surveyed on its use of mental rehearsal or inner speech, and 9 subjects identified as consistently using mental rehearsal were interviewed in greater depth. Results suggest that mental rehearsal is a very broad strategy in which inner speech had several different roles and functions (ideational, mnemonic, textual, instructional, evaluative, affective, interpersonal, intrapersonal). Other findings included discovery of different types of mental rehearsal (task-related or self-related, spontaneous or deliberate), moments when rehearsal is most likely to occur, and benefits as perceived by participants. Raising student awareness of mental rehearsal as a powerful second language learning strategy and further research on the subject are recommended. (MSE)

ED 354 735 FL 020 926

McGuire, Steven Paul
An Application of Cooperative Learning to Teaching English as a Foreign Language in Japan.
PUB DATE- Sep 92
NOTE- 96p.; Master's Thesis, University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Communicative Competence (Languages); *Cooperative Learning; Cultural Influences; Curriculum Research; *English (Second Language); Foreign Countries; Higher Education; Language Research; Language Teachers; Needs Assessment; Second Language Instruction; *Second Language Learning; Student Needs; Teacher Role; Teaching Methods
IDENTIFIERS- *Japan

The thesis discusses some difficulties involved in teaching English as a Foreign Language (EFL) in Japanese universities and proposes cooperative learning techniques as a partial solution to these problems. This recommendation is supported by a selective review of the literature on group work in second writing, alternative assessment, and collaborative planning networks. The participatory approach has shown good results in the growing realization that traditional, top-down approaches to literacy education do not work; more support (moral and material) is now being given to participatory efforts by policymakers and funders. However, obstacles such as inadequate funding and resistance to change are still great. Current and potential supporters of the participatory approach have to be critical thinkers, listen to others, and question their own work. (KC)

ED 354 299 CE 062 643

SCANS Blueprint for Action: Building Community Coalitions.
PUB DATE- 91
NOTE- 41p.; For related documents, see ED 332 054, ED 346 348, and ED 350 414.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Action; *Community Control; Community Cooperation; *Educational Improvement; *Education Work Relationship; Labor Force Development; *Outcomes of Education; Participative Decision Making; Problem Solving; School Community Relationship; Secondary Education
IDENTIFIERS- *Coalitions; *Secretarys Comm Achieving Necessary Skills

This document explains how community groups can use the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) process to ensure that skills taught in school are those sought by employers. Chapter 1 explains how the SCANS process works. Chapter 2 is titled "What SCANS Means to You." Chapter 3 explains how to build coalitions, including forming networks, fulfilling roles, reaching out, and following up. The chapter also includes a guide for community workshops and information on how to survey SCANS skills in a community. Chapter 4 contains a SCANS Hotline and Information Kit, a list of Department of Labor regional office contacts, a list of national organization contacts, and lists of 13 relevant publications and SCANS members. There are 17 SCANS process examples in the appendix each of which include a brief description of the program, a contact name and address, identification of those parts of the program which come closest to the SCANS or process, and a list of community role (e.g., student, teacher, employer, parent) primarily involved in the process. (CML)

ED 354 300 CE 062 790

Verdier, Eric
Changing the Firm through Training.
PUB DATE- 92
NOTE- 5p.; Translation by Miriam Rosen.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; Continuing Education; Employer Employee Relationship; Foreign Countries; Job Training; *Labor Force Development; *Organizational Change; Organizational Development; Participative Decision Making; Program Design; Program Development; *Program Implementation; *Retraining;

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Personnel; College Programs; *Educational Needs; *Education Work Relationship; *Emergency Medical Technicians; *Employment Projections; *Labor Needs; School Business Relationship; Two Year Colleges
IDENTIFIERS- Employer Surveys; *Georgia (Atlanta)

A survey was conducted in the Atlanta, Georgia, metropolitan area to determine emergency medical services (EMS) employer needs for persons with basic emergency medical technician (EMT) skills and higher paramedic skills. Information was gathered through a telephone survey to which 24 (60 percent) of the 40 EMS employers in the area responded. The survey found that the average employer employed 42 EMTs. Sixty-two percent of the employers had no plans to expand the number of basic EMTs they hire, and all the employers turn down many qualified applicants every year. Employers appear to have a higher employment demand for paramedics, although only 58 percent reported a need for more applicants. Based on the responses to the survey, the following recommendations were made: (1) limit basic EMT certification to a 2-year period, with enrollment in a paramedic program being a requirement for certificate renewal; (2) increase disclosures about limited employment opportunities to students who enroll in basic EMT training; (3) limit basic EMT class starts; and (4) offer day and night courses that can be applied to a paramedic program diploma. (The survey instrument is included in the report.) (KC)

ED 354 317 CE 063 014

Gilbert, Eben N., Jr.
The Effects of Cognitive and Noncognitive Theories of Motivation on Morale and Performance of Correctional Educators.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; Adult Educators; *Correctional Education; Educational Research; Epistemology; Motivation Techniques; Postsecondary Education; Secondary Education; Special Needs Students; State Surveys; *Teacher Attitudes; Teacher Effectiveness; *Teacher Morale; *Teacher Motivation; *Teaching Conditions
IDENTIFIERS- Tennessee

A study assessed the perceived effectiveness of cognitive theories of motivation on correctional educators in Tennessee in facilitating teacher attitude and performance as compared to noncognitive models. The Performance Motivation Questionnaire obtained demographic information and responses to items on motivational concepts and practices. Responses were arranged on a Likert scale. The subjects were all certified teachers and administrators employed by the Tennessee Department of Correction and the Tennessee Department of Youth Development; 192 of 240 completed questionnaires. Four hypotheses were tested, comparing the perceptions of correctional educators of cognitive and noncognitive approaches to staff motivation in terms of effects on their attitudes, morale, and performance. The other three variables were types of students, educator's sex, and educator's position. Data were analyzed using means, standard deviations, and t-test of significance. Research findings showed a significant difference in the perceptions of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Competency Based Education; *Criterion Referenced Tests; *Educational Testing; Employment Qualifications; Foreign Countries; Grades (Scholastic); Grading; High Schools; *Norm Referenced Tests; Outcomes of Education; Postsecondary Education; Standardized Tests; *Standards; *Student Evaluation; Student Improvement; Test Interpretation; Test Norms
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

Standards-based assessment is the student evaluation method favored by the National Qualifications Framework developed by the New Zealand National Qualifications Authority. Before determining an assessment method, definitions of key terms and concepts such as assessment, validity, and reliability must be determined. Good assessments are developed more easily and effectively when assessors have clear purposes and a clear understanding of the strengths and weaknesses of different types. Norm-referenced assessment compares the results each learner achieves with what other learners achieve on the same test. In standards-based assessment, the outcome is analyzed against some fixed criterion or level of achievement. One subtype, competency-based or criterion-referenced assessment, sets a particular standard of competence that must be reached to receive credit. In another subtype, achievement-based assessment, a number of progressively more demanding standards are used and learner achievement is reported in the form of a grade. Critical issues in standards-based assessment center on the following: (1) theory versus practice; (2) how many and what type of assessments are needed; (3) awarding of merit; (4) test difficulty; and (5) test bias. Two extended examples of this kind of assessment are provided; the first concerns assessment of listening in a foreign language unit and the second concerns assessment in a unit on sales techniques; these examples illustrate the need for careful consideration of purpose, validity, reliability, and practicality. Educators should be clear about purposes, choose an appropriate form of assessment, then select the most valid and reliable measures that are usable in practice. (CML)

ED 354 334   CE 063 039

Van Ast, John
Induction Experiences and Needs for Preparing Vo-Tec Instructors without Teacher Education Background.
PUB DATE- 7 Dec 92
NOTE- 22p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; *College Faculty; Community Colleges; Master Teachers; Program Development; Program Evaluation; Program Implementation; *Teacher Education; Teacher Education Programs; *Teacher Orientation; Two Year Colleges; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Iowa

A 2-year teacher preparation and induction process for faculty new to teaching is being implemented in Iowa's community in acquiring and performing complex technological skills. In the recent war in the Persian Gulf, women again demonstrated they could fly helicopters, handle communication systems, and participate in battle. Federal and state legislation is aimed at providing equality of opportunity for men and women. Yet, if one examines the extent of mathematics and science courses that serve as prerequisites for technology, engineering, and science, female students tend to retreat from such advanced courses in high schools. The proportion of workers has been constantly changing from 1960 to the 1990s. In 1960, white males constituted 62 percent of the work force and white females 28 percent; that proportion will reach 46 percent for males and 39 percent for women in 2000. Projections for the 25 million new workers that will be needed between 1985 and 2000 suggest that 64 percent will be women. Enabling and encouraging women to enter nontraditional occupations that generally require higher levels of knowledge and skills will help the United States to develop its human capital and remain competitive in a knowledge-driven and world-linked economy. (Author/KC)

ED 354 352 CE 063 069

Smith, Polly; King, Richard
Lesson Plans Used with Housekeeping Employees of the Sheraton Anchorage Hotel. Conversation and Reading Skills Correlated with Skill Books 1-3 of the "Laubach Way to English." Workplace Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 115p.; For other workplace curriculums of the Anchorage Workplace Literacy Program, see CE 063 070-072. Photographs will not reproduce well. The "Laubach Way to English" publications are available from New Readers Press, Box 131, Syracuse, NY 13210.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; *Conversational Language Courses; English (Second Language); *Hospitality Occupations; *Hotels; *Housekeepers; *Job Skills; Lesson Plans; *Literacy Education; Maintenance; Second Language Instruction; Teaching Methods
IDENTIFIERS- Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

This packet contains four sets of lesson plans designed for the workplace curriculum for housekeeping employees at the Sheraton Anchorage Hotel (Anchorage, Alaska), as part of the Anchorage Workplace Literacy Program. The lesson plans, which are correlated with Laubach literacy method skills books levels 1-3, include conversation (dialogue, vocabularly, grammar, pronunciation, and free conversation) and reading skills, and writing skills and practice. The lessons focus on topics from the workplace. The fourth set is composed of a photo unit which focuses on work request forms, using pictures of common items found in a hotel and suggesting ways to request help for repairs to the various parts of the items. (KC)

ED 354 353 CE 063 070

Jones, Jan; And Others
Lesson Plans Prepared for Carr Grocery Employees. Conversation

IDENTIFIERS- *South Africa

This document presents results of research to investigate bias and fairness in apprentice selection procedures used in South Africa. Chapter 1 discusses the aim of the project and summarizes the report's contents. Chapter 2 presents a brief overview of the contents of five interim reports. "Investigation of Apprentice Evaluation Procedures with Special Reference to Test Bias and Fairness" (J. Watt) documents findings from interviews with employers and trainers of apprentices. "Test Bias" (T. Tyler) discusses various types of test bias, evaluates techniques available to detect the kinds of bias, and proposes a procedure to detect biased test items. "Apprentice Selection" (P. Holburn) reports findings of a nationwide survey of apprentice selection procedures and policies. "Selection Decisions" (P. Holburn), a review of the literature on fairness in selection, discusses and evaluates models of fair selection and makes recommendations for fair selection. "Test Bias in the Intermediate Mental Alertness, Mechanical Comprehension, Blox, and High Level Figure Classification Tests" (P. Holburn) describes results of the test bias analysis of the four tests most commonly used for apprentice selection in South Africa. Chapter 3 makes recommendations for fair and unbiased apprentice selection. These different selection methods are considered first: recruitment, application forms, interviews, psychometric testing, psychomotor testing, and trainability testing. Guidelines for the selection procedure are then discussed. (Contains 17 references.) (YLB)

ED 354 370   CE 063 095

Databases on Vocational Qualifications and Courses Accredited. Report on the Workshop Organised by CEDEFOP (Nurnberg, Germany, November 25-26, 1992).
PUB DATE- Feb 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Database Design; *Databases; *Employment Qualifications; Foreign Countries; *Information Networks; International Communication; *International Cooperation; International Relations; International Trade; Job Skills; Labor Force Development; Labor Market; Network Analysis; *Occupational Information; *Occupational Mobility; Relocation; Vocational Education
IDENTIFIERS- *European Community

During 1992, CEDEFOP (the European Centre for the Development of Vocational Training) commissioned two projects to investigate the current situation with regard to databases on vocational qualifications in Member States of the European Community (EC) and possibilities for networking such databases. Results of these two studies were presented and discussed at a seminar at the Third European Conference on Computers in Careers Guidance. At the seminar, it was stated that work for establishing comparability of vocational qualifications had already contributed significantly to worker mobility. The following results of a survey of databases of vocational qualifications and courses were reported: significant databases in Germany, France, and the United Kingdom; interest in extending existing databases or developing new databases; notable differences among existing databases; and need for an understanding of the vocational education and training system within the country.

Recruitment; Teacher Education; *Teacher Recruitment; Teaching
Methods; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Diversity (Student)

Vocational education can play a significant role in achieving the ideals of a diverse society. Although workplace changes and global economics make vocational education essential, an increasingly diverse population includes groups that have not traditionally participated extensively in vocational education. Philosophical and attitudinal changes that recognize the merits of a diverse society must precede the design of contemporary instructional programs that take an inclusive approach to recruiting and retaining in vocational education minorities, women, immigrants, disadvantaged persons, and students with special needs. The quest for diversity begins with a focus upon vocational teacher preparation, including awareness of attitudes toward persons from different backgrounds and preservice and inservice training in a multicultural approach to education. Techniques for accommodating learning styles and cultural differences are important tools for the diverse classroom. Recruitment and retention of diverse students into vocational teaching must also be emphasized. Program planners must become informed about diverse communities and involve their members in the planning process. Unlike the melting pot mentality of the past, a fruit salad approach to enhancing cultural, racial, ethnic, and gender differences will enable the nation to take advantage of the richness diversity promises. Visionary leadership will be essential as vocational educators act upon a commitment to diversity and play a significant role in enhancing and promoting it. (Contains 105 references.) (SK)

ED 354 388 CE 063 124

Imel, Susan; Kerka, Sandra
Workplace Literacy: A Guide to the Literature and Resources. Information Series No. 352.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Educational Practices; Educational Research; *Educational Resources; *Information Sources; Instructional Materials; Labor Force Development; *Literacy Education; *Program Descriptions; Program Development
IDENTIFIERS- *National Workplace Literacy Program; *Workplace Literacy

This guide to the burgeoning literature and resources on workplace literacy begins with an overview describing issues and trends in the development of the literature base. Hints for locating and selecting workplace literacy resources in Educational Resources Information Center--ERIC and other databases are provided. An annotated bibliography of 87 resources is organized by the following framework: general information (definition/description, information analysis/synthesis, critical perspectives), research (reviews, literacy requirements of the workplace, program development/implementation), evaluation and assessment, curriculum and instructional materials, program development

IDENTIFIERS- Department of Labor; Occupational Safety and Health Administration; Pension Benefit Guaranty Corporation; Unemployment Insurance Act 1970

Major policy, management, and program issues face the Congress and new administration in the area of labor. Many of the nation's youth are leaving school poorly prepared for the new work world. The nation already has a large group of economically disadvantaged people who lack necessary skills. Annually, 900,000 or more workers are at least temporarily dislocated and often need retraining or help finding a new job. To address these needs, the Congress and new Secretary of Labor must deal with an uncoordinated system of 125 employment training programs spread across 14 departments and agencies. Many programs suffer from inadequate federal and state oversight, inefficient service, improper expenditures, and questionable effectiveness. The Department of Labor (DOL) needs to ensure that workers have access to unemployment insurance benefits when they need them. The ability of the Unemployment Insurance system to provide income assistance to the unemployed and help stabilize the economy during recessions has eroded. Congress and DOL need to ensure that employers do not take shortcuts on workers' health and safety in misguided efforts to save money. The Occupational Safety and Health Administration must identify ways to increase its effectiveness. The new administration needs to ensure that the Pension Benefit Guaranty Corporation (PBGC), which is facing financial issues, continues to monitor financially troubled companies and to address PBGC's long-standing management problems. (Contains 19 references.) (YLB)

ED 354 405 CE 063 149

Ukaga, Okechukwu M.
Farmers' Cooperatives in Nigeria: A Vehicle for Mutual Help and Education.
PUB DATE- Dec 92
NOTE- 8p.; Paper presented at the African Educational Research Symposium (8th, Athens, OH, December 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Farmer Education; Agribusiness; Collective Settlements; Community Development; *Cooperatives; Economic Opportunities; *Experiential Learning; Farmers; Foreign Countries; Leadership Training; Learning Experience; Marketing; Needs Assessment; Rural Education; Rural Extension; Young Farmer Education
IDENTIFIERS- *Informal Education; *Nigeria (Imo State)

Data for a study of learning within farmers' cooperatives were collected by interviewing members of 25 such cooperatives in Imo State of Nigeria. Information was also gathered from a literature review and interviews with Nigerian government officials who worked closely with cooperatives. Three types of cooperative associations were identified: those where members own and operate communal farms as a group, cooperative societies that facilitate the business of members who remain independent farmers, and a mixture of these two, where a cooperative society operates communal farms and members operate their private farms as well. Learning activities are mostly informal. Members learn through observation and participation. By participating in planning and execution of projects, members develop planning, production, marketing, leadership, public relation, and community development skills. Although extension

Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 as amended, and describes the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) efforts to carry out the broad mandates of the JJDP Act during fiscal year 1991. The report begins with an explanation of the structure of the Office within the Department of Justice, the statutory requirements, and then provides an overview of the juvenile justice system to assist those who desire a greater understanding of juvenile justice. The report further provides case illustrations, highlighted descriptions of key programs, and summary reports on recent studies and developments among the Nation's youth. The nine chapters focus on these specific topics: (1) confronting violence, drugs and gangs; (2) reducing illiteracy and educational deficits; (3) reclaiming communities; (4) entering the juvenile justice system; (5) detaining and supervising offenders; (6) meeting the statutory mandates; (7) focusing on exemplary programs and state plans; (8) determining directions and reporting results; and (9) missing and exploited children. The appendix lists OJJDP-funded projects during fiscal year 1991. (ABL)

ED 354 423   CG 024 764

Harman, Pamela L.
Teens Helping Teens: A Research Study To Evaluate the Impact.
PUB DATE- 4 Apr 92
NOTE- 91p.; Paper presented at the Annual Meeting of the Sooner Communication Conference (Norman, OK, April 4, 1992). Partial funding for this research project was provided by the Killgore Research Committee at West Texas State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Effectiveness; Helping Relationship; High Schools; *High School Students; *Peer Counseling; Program Evaluation; Program Improvement; School Administration; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Oklahoma

A study evaluated the effectiveness of the "Peer Hope Delegation," a peer counseling/helping training program in Guymon, Oklahoma, comprised of 22 high school students. Effectiveness of this program was examined by determining the number of times the teen counselors/helpers intervened with peers, the counseling concerns, whether the teen counselors/helpers had adequate information, and whether the teen needing help used the resource explained by the teen counselor/helper. Specific surveys were administered to the high school student population, the high school faculty and administration, the peer counselors/helpers, and the referral/sponsoring agencies. A total of 303 out of 376 students, 31 faculty and administrators out of 42, all 22 peer counselors, and all sponsoring agencies (the Area Prevention Resource Center sponsored by the Oklahoma Department of Mental Health, the Western Plains Shelter, and the Texas County Guidance Center) responded to their respective questionnaires. Results indicated that: (1) most students were aware of the peer program, thought the peer program members were effective or somewhat effective, would consider sharing a problem with a peer counselor/helper, and would consider applying for participation in the peer group; (2) the overall impressions from the faculty and administration were positive with a definite need for more information; (3) the peer counselors at Michigan State University. It was hypothesized that mental representations of personal characteristics (e.g., perceptions of an agentic versus a neurotic self) and representations of family functioning (e.g., perceptions of a psychologically healthy versus unhealthy family) would be systematically associated with the characteristics of respondents' "working model" of caregiving. It was further hypothesized that this relationship would be affected by defensive operations which allow the individual to regulate anxiety. Three measures of data were used: (1) Sensitivity To Children (STC) questionnaire; (2) Defense Mechanism Inventory (DMI); and (3) Perception of Personal and Family Characteristics (PPFC) questionnaire. Although results indicated that perceptions of personal functioning, perceptions of family functioning, and defensive functioning are systematically related, no consistent evidence was found to support the hypothesis that perceptions of personal and family system characteristics relate to aspects of respondents' "working models" of caregiving assessed via subject responses to a series of hypothetical parent-child problem situations. (ABL)

ED 354 442 CG 024 784

Hearing on the Reauthorization of the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 7 Apr 92
NOTE- 139p.; Serial No. 102-134.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Delinquency; *Delinquency Prevention; Federal Programs; Hearings; *Juvenile Justice; *Youth Problems
IDENTIFIERS- Congress 102nd; *Juvenile Justice Delinquency Prevention Act 1974; Testimony

Testimony from a hearing on the Reauthorization of the Juvenile Justice and Delinquency Prevention Act is presented in this document. Comments and a prepared statement by Representative Matthew G. Martinez open the document. Testimony from Representatives Harris W. Fawell and Dale E. Kildee is also included. Testimony and/or prepared statements from these witnesses are included: (1) Robert W. Sweet, Jr., Administrator, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; (2) Gordon Raley, Executive Director, National Collaboration for Youth, Washington, D.C.; (3) Robbie Callaway, Director of Government Affairs, Boys and Girls Club of America, Rockville, Maryland; (4) Susan Morris, Chair, National Coalition of State Juvenile Justice Advisory Groups, Oklahoma City, Oklahoma; (5) W. Don Reader, Judge, Domestic Relations, Division of the Common Pleas Court, Stark County, Ohio, Canton, Ohio; (5) Michael Dermody, Chairman of the Board of Trustees, and Sheila Leslie, Children's Cabinet, Reno, Nevada; (6) J. Dean Lewis, District Judge, Fredericksburg, Virginia; (7) Pat McGrath, Superintendent, Du Page County Youth House, Wheaton, Illinois; and (8) Jane Peerson, Chief Probation Officer, 18th Judicial Circuit, Du Page County, Illinois. (ABL)

ED 354 443 CG 024 785

Straus, Murray A.; Donnelly, Denise A.
Corporal Punishment of Adolescents by American Parents.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda,

relation between causal attributions and postrape recovery has been guided by a theoretical model which proposes that certain types of self-blame can be adaptive for survivors. Specifically, behavioral self-blame is thought to be related to better adjustment because it is associated with a sense of future control. On the other hand, characterological self-blame involves attributions to aspects of self that cannot be changed, and hence cannot be seen as helpful. Moreover, and more often, thinking about why the rape occurred is associated with greater depression immediately postrape. This study examined the relations between attributions and recovery among female students raped an average of almost 9 years previously. Data were collected on 282 female undergraduate students, 60 of whom reported experiences that met the legal definition of rape. Participants who had been raped completed five 5-item Likert scales regarding their attributions about rape (behavioral self-blame, characterological self-blame, how often they thought about why the rape occurred, the extent to which the past rape was avoidable, and likelihood of future rape). Results indicated both behavioral and characterological self-blame are associated with poorer recovery for survivors of rape. Neither behavioral self-blame nor perceptions of past control were associated with the belief that future rapes are less likely. Future research thus should examine future control beliefs. Helping survivors achieve a sense of control over the future may be a more useful counseling strategy than focusing on why the rape occurred. (ABL)

ED 354 462 CG 024 804

Children of Alcoholics.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Alcoholism; At Risk Persons; *Children; Counseling Techniques; Drug Abuse; *Family Problems; *Prevention; Substance Abuse
IDENTIFIERS- *Children of Alcoholics

The theme of this issue of a journal designed to focus on the prevention of various kinds of substance abuse is "children of alcoholics" (CoAs). The lead article, "Children of Chemical Dependency: Respecting Complexities and Building on Strengths," by Pamela Woll, examines chemically dependent family systems. The article begins by offering two sets of recommendations for prevention practitioners, the first concerning the vision needed by program leaders in the prevention field, and the second concerning things to keep in mind in program content, such as the need to have ongoing support systems in schools. The remainder of the paper is given over to 15 detailed recommendations for studying about children and families in the context of chemical dependency. Information from the National Association of Children of Alcoholics lists facts regarding CoAs. The addresses of state chapters of the National Association of Children of Alcoholics are listed. The text of the 1990 Sir Charles Burns lecture presented by Jeanette L. Johnson in New Zealand, which states the front page with the article by Woll, provides a general overview of children and the effects of coming from an alcoholic family. The feature piece of this issue, entitled "Children of Alcoholics: Are They Different?" examines differences between children of alcoholics and others as well as the fact that alcoholism tends to run in families. In a separate "box," 17 general themes and approaches language classroom. Twenty-two references, a magazine article summary form, current and revised syllabi for X100, a revised course outline, a reading interest interview form, a peer evaluation form, an example of a whole language activity at the secondary level, a newspaper article response form, group directions, portfolio assignments for revised X100, and a holistic evaluation form for instructor use with written work are attached. (RS)

ED 354 481   CS 011 187

Gordon, Richard K.; Serrano, Ana M.
Approaches to Teaching Language Arts in a Bilingual Multicultural Setting.
PUB DATE- Feb 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Classroom Communication; Classroom Research; *Cultural Pluralism; Discourse Analysis; Elementary Education; Language Arts; *Teacher Behavior; *Teacher Student Relationship; Urban Education; *Whole Language Approach
IDENTIFIERS- California (South); California Achievement Tests; Communication Patterns
A study of whole language teaching in urban heterogeneous classrooms was undertaken to identify teacher student classroom discourse patterns. Using the Gutierrez Index of Coding Schema researchers identified three discourse scripts in the 14 bilingual and multicultural classrooms in Southern California under investigation. These were: the recitation script, the responsive script, and the responsive-collaborative script. Results of the study indicated that most teachers favored the responsive script when providing whole language instruction. There were educationally significant differences between experienced and novice teachers on selected variables of the scale. There were insignificant correlational results on the type of discourse pattern teachers used and the standardized California Achievement Tests language subsection. (Three tables of data are included; 43 references, the coding schema, and 9 graphs of data are attached.) (Author/RS)

ED 354 482   CS 011 188

Saulawa, Danjuma; Nweke, Winifred
Application of Language Experience Approach to Reading-Disabled Special-Education Adolescents in a Rural Black School.
PUB DATE- Nov 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Case Studies; Elementary School Students; Grade 5; *Instructional Effectiveness; Intermediate Grades; *Language Experience Approach; Miscue Analysis; *Reading Difficulties; Reading Improvement; Reading Research; *Remedial Reading; *Rural Education

average, a study examined the value that individuals place on literacy. Subjects, 625 males and females, each of whom was a head or one of the heads of households between 21 and 65 years of age and had not participated in an earlier study identifying the discrepancy, were administered a 59-item questionnaire and a literacy skills measure (the Survey of Literacy Skills Used in Daily Activities). Results indicated that: (1) demographic factors influenced in a variety of ways the value that individuals placed on literacy; (2) the value placed on literacy (such that it motivated subjects to action--to want more education, to be dissatisfied with the educational system in their community) was related to increased literacy levels; (3) literacy attainment did not lead to perception of a higher quality of life and to greater participation in the labor force; and (4) literacy attainment led to greater participation in literacy activities, but hardly more than some other factors like age and community of residence. Findings suggest that literacy develops better when it is valued, but not just any kind of valuing will do. (Three tables of data and a figure representing a model of literacy attainment, outcomes, and activities are included.) (RS)

ED 354 502 CS 011 211

Beebe, Mona
Characteristic Reading Problems of Adult Illiterates. Report Number 3. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 10p.; For reports 1-6, see CS 011 209-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adults; Foreign Countries; *Literacy Education; Reading Ability; *Reading Achievement; *Reading Difficulties; Reading Failure; Reading Research
IDENTIFIERS- Literacy as a Social Process; *Newfoundland

A study examined the reading problems of adults in Newfoundland (Canada) with low reading ability. It explored the genesis of these problems through a retrospective analysis of their lives as school children; and determined the relationship between literacy development and personal background factors, school factors, physiological factors, and psycholinguistic factors. Subjects, 57 adult volunteers from 18 to 63 years old, were administered the reading subtest of the Tests of Adult Basic Education and measures of seven additional indicators of reading (sight vocabulary; listening vocabulary; reading strategies; word analysis; visual perception and memory ability; auditory aptitude; and Auditory-Visual-Memory aptitude). Of the subjects, 27 were in Adult Basic Education, Basic training Skills Development, life skills development, or were studying such areas as autobody repair and commercial cooking. The remaining 30 subjects were male inmates at Her Majesty's Penitentiary in St. Johns, Newfoundland (Canada). A 68-item background questionnaire was also administered. Results indicated that reading problems for most of the adults in the sample seemed identifiable through standard diagnostic techniques, and that physiological factors were not significant indicators of either listening vocabulary or reading comprehension. Findings offer little support for conventional sociological models of literacy attainment and virtually no support for the attitude models of literacy attainment.

during familiar, manageable activities. Two male children from an ongoing study of literacy development among African-American students in an urban school provide an illustration of how early writing is shaped by social activity and how writing can assume greater functional importance. The children began to consider critically the relationship between their pictures and their texts, as they assumed more deliberate control over the kind of information they would include in each medium. Implications for early childhood education include: (1) children need many opportunities to draw, play, dance, and sing; (2) teachers need to help connect print with the liveliness of children's use of other symbolic forms; (3) teachers should talk to children about their efforts to help them reflect upon their processes; (4) educators should be cautious about uncritically applying "writing process" curricula developed for older children; and (5) caution should be used in applying simple functional models of oral language in research on written language growth. (Four figures of children's drawings are included; 48 references are attached.) (RS)

ED 354 522 CS 213 686

Daiute, Colette; Dalton, Bridget
Collaboration between Children Learning To Write: Can Novices Be Masters?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; *Creative Writing; Educational Research; Elementary School Students; Grade 3; *Literacy; Peer Evaluation; Personal Narratives; Primary Education; Story Telling; Urban Education; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Childrens Writing; *Collaborative Writing; Literacy as a Social Process

A study explored the role of peer collaboration in literacy development as a case study in the broader inquiry on the social nature of learning and cognitive development. Fourteen low-achieving 7- to 9-year-old children in a third-grade urban classroom used a word processor to write four stories individually and three stories collaboratively with a partner over a period of 3 months. The individual stories, the collaborative stories, and the transcripts of their collaborative processes were analyzed to identify children's expertises as writers and to trace any transfer of knowledge between partners. Results showed that almost all of the story elements added after collaboration had been the focus of children's talk as they composed together. All children showed the ability to give and receive information via transfer. Certain affinities with expert/novice pairs were demonstrated among the children work teams. A case study of two students' collaboration over time illustrates how children bring diverse expertises to bear as they teach each other how to write stories. The literacy learning process involves intense engagement among peers who share their relative expertises as they focus intellectual and social energies on the text they create together. Furthermore, the repetition and co-construction characterizing novice peer interaction may be a content for students to achieve. The idea centered curriculum for English teachers focuses on the acquisition of facts and information, the noting of logical sequences, and more abstract thinking. Third, a measurement driven instruction model for teaching might be employed. Here, vital goals for student achievement are selected and stated in behavioral terms. Measurement driven philosophies emphasize what is expected of students, along with frequent testing or evaluation. A fourth model for English teaching is existentialism, which would provide students with an open-ended curriculum from which they might select their own areas to pursue. Existentialist philosophy advocates that the students be responsible for their own decisions, and enjoins teachers to foster such an outlook by stressing decision-making in an absurd world of endless possibility. Of all of these philosophies, perhaps the one best suited for the junior college is the problem solving model, since it works well within the literature curriculum. (HB)

ED 354 540   CS 213 713

Carney, Ginny
Affirming Culturally Diverse Students with a Literature of Their Own.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College English; College Students; *Cultural Differences; *Cultural Pluralism; English Curriculum; English Instruction; Higher Education; Literature Appreciation; *Reading Attitudes; Reading Instruction; Reading Skills; *Reading Strategies; Student Needs
IDENTIFIERS- Diversity (Student); Ethnic Literature; *Reading Motivation; University of Alaska Anchorage

English instructors must discover methods that inspire culturally diverse university students to utilize intelligent reading strategies, even when students feel like inferior outcasts. A class was designed at the University of Alaska to teach reading strategies. The typical class consisted of 20-25 students ranging in age from 18 to 60 and representing a broad cultural and ethnic spectrum. The initial assignment is the composition of a reading autobiography in which the students describe their experiences with reading in the past. Examples of the thoughts and emotions from student writing and journals demonstrate a changing attitude toward reading over the course of time. Racism, which is common to many ethnic groups, may be evoked in the student writings by certain kinds of reading assignments. It remains common to encounter students who profess to hate reading, especially when they have felt marginalized or have been humiliated by teachers. This makes the fostering of a "safe" classroom environment of paramount importance. Students must be assured that the instructor has faith in each individual. Many students, as experience has shown, only need minimal encouragement to become avid readers. These techniques are not just relevant to a culturally diverse region like Alaska. The medium of literature provides a useful site for the alleviation of some of the general bigotry, violence and pain common to all facets of society. (HB) evaluation of competing policy systems. Unfortunately, the illusion of objectivity masks several serious problems with risk analysis as it is presently used in academic debate. Risk analysis artificially assigns probability to arguments and overvalues arguments with large impacts. Four suggestions can dramatically improve the use of risk analysis in policy debate: (1) some risks are so trivial that they are not meaningful; (2) the increment of risk must be considered; (3) debaters must not become enslaved to large impacts; and (4) debaters must rehabilitate the importance of uniqueness arguments in debate. (Twenty-one notes are included.) (RS)

ED 354 560 CS 508 070

Bouknight, Jon
Studies of Teachers' Decision-Making and Their Freedom of Expression.
PUB DATE- 2 Feb 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Freedom; *Censorship; *Communication Research; Court Litigation; *Decision Making; Elementary Secondary Education; Intellectual Freedom; Literature Reviews; Speech Communication; *Teachers
IDENTIFIERS- Educational Issues

This paper presents a literature review examining research that addresses the issue of freedom of expression as it relates to instructional decision-making for teachers in K-12 grades. The paper proposes to connect two sub-fields in speech communication: instructional communication and freedom of expression studies. In surveying the research, however, the paper examines numerous sources outside these fields. The paper is categorized according to five major types of research that appear: "surveys of court opinions," "critiques of court opinions," "trends in restricting freedom of expression," "types of restrictions of teachers' freedom of expression," and "what teachers should know about freedom of expression." The paper concludes that research in this area is hampered by the lack of communication among the various disciplines, such as law and speech communication. Furthermore, the paper finds that studies examining how teachers' freedom of expression enhances or detracts from teaching effectiveness have not been undertaken. Contains 64 references. (Author/RS)

ED 354 561 CS 508 071

Ellis, Michael E.
Applying Cognitive Theories to Multimedia Instructional Designs.
PUB DATE- May 92
NOTE- 37p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Educational Technology; *Epistemology; Futures (of Society); Higher Education; *Instructional Design; *Multimedia Instruction;

IDENTIFIERS- *Australia; *New Zealand

During the 1980s major changes occurred in the field of educational administration. Three antecedents for change were the restructuring of education administration by governments across the world as a function of the economic management of state, the general availability of powerful information technology to meet the processing and communication needs of practitioners, and the attention by researchers to epistemological concerns in the field of educational administration. The purpose of this paper is to evaluate the impact of restructuring, information technology, and the move to scientific realism in research, on the field of educational administration. Three cases are described: (1) the reform of education administration in New Zealand; (2) the desktop computer; and (3) the epistemological movement in Australia. Following this is a brief analysis of the cases which leads to a section detailing possibilities for progress in the 1990s. (Contains 41 references.) (RR)

ED 354 579 EA 024 437

Cusack, Brian O.
Structural Change, Professional Change: The New Zealand School Principal.
PUB DATE- Sep 92
NOTE- 12p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Bristol, England, United Kingdom, September 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Administrative Organization; *Administrator Responsibility; Community Involvement; Credentials; *Educational Administration; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Principals; *Professional Autonomy; School Based Management
IDENTIFIERS- *Educational Restructuring; *New Zealand; Professionalism

The New Zealand education structures were reorganized on a national scale in the late 1980s. In 18 months, a 100-year-old education system was radically restructured to create new administrative structures, new career paths, and new professional expectations for personnel. This paper summarizes these structural changes, reviews research reports characterizing the nature of professional change for educational administrators and managers, discusses emerging issues, and elaborates a framework for professional values. Restructuring was achieved by central agency retention of policy controls and by devolution of institutional responsibility as close as possible to the communities and people served. Structural change led to changes in the nature and control of professional activity. Principals overwhelmingly approved these changes, but found them fast, chaotic, traumatic, and exhausting. The employee relationship changed as all school principals went into contracts, the board of trustees became the employing authority, and the "hands-off" style of leadership emerged. Two contentious issues, managerialism versus professionalism and instructional leadership versus credentialism, are discussed, along with a new values framework for principals requiring public accountability, community involvement, longer work hours, instrumental control, and entrepreneurial management skills. It is uncertain whether the changes will genuinely improve instruction as they pertain to the restructuring of middle-level education. The first part deals with developing a sense of identity both with the middle-school movement and with young adolescents. Chapters include the following: "Perspectives on the Middle School Movement" (John H. Lounsbury); "A Portrait of Diversity: The Middle Level Student" (Joel Milgram); "Young Adolescents' Perceptions of School" (Linda R. Kramer); "Youth as Cultural and Economic Capital: Learning How to Be" (J. Howard Johnston); and "A New Paradigm of Schooling: Connecting School, Home, and Community" (Frances K. Kochan). Part 2 contains chapters that address how to develop a sense of responsiveness to student's needs: "Climate and Culture as Mediators of School Values and Collaborative Behavior" (J. Howard Johnston); "Developing a Sense of Mission in Middle Schools" (Robert Shockley); "The Process of Change: Developing Effective Middle School Programs" (Robert C. Spear); "Interdisciplinary Teaming and the Social Bonding of Middle Level Students" (Joanne M. Arhar); "Teacher Advisory: The Fourth R" (Neila A. Connors); "Exploratory Programs in the Middle Level School: A Responsive Idea" (Sherrel Bergman); and "Maintaining Middle Schools" (James P. Garvin). Part 3 examines issues in developing a sense of relevance for students through appropriate curriculum, instruction, grouping practices, and evaluation procedures. Chapters include "Middle Level School Curriculum: Defining the Elusive" (Conrad F. Toepfer, Jr.); "Appropriate Grouping Practices for Middle Level Students" (Robert C. Spear); "Motivation: Moving, Learning, Mastering, and Sharing" (Julia Thomason and Max Thompson); "Developmentally Appropriate Instruction: The Heart of the Middle School" (Judith L. Irvin); "Meeting the Needs of Young Adolescents Through Cooperative Learning" (Karen D. Wood); and "Humanizing Student Evaluation and Reporting" (Gordon F. Vars). Part 4 examines ways to develop a support system for continued improvement through teacher preparation and research efforts. Chapters include "Middle Level Teacher Preparation and Certification" (C. Kenneth McEwin); and "Turning Points and Beyond: Coming of Age in Middle Level Research" (David B. Strahan). References accompany each chapter. A name and subject index is included. (LMI)

ED 354 599   EA 024 639

Aguirre, Robert B.; Steiger, Fritz S., Ed.
Educational Choice: A Privately Funded Model. School Choice with a Bite.
PUB DATE- Oct 92
NOTE- 193p.; Report produced through a grant from the Famsea Corporation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Corporate Support; *Educational Vouchers; Elementary Secondary Education; *Private Education; *Private Financial Support; Private Sector; Program Implementation; School Business Relationship; *School Choice; Tuition

A privately funded educational choice model is presented in this document, which is based on the experiences of four privately funded programs in Indianapolis (Indiana), San Antonio (Texas), Milwaukee (Wisconsin), and Atlanta (Georgia). The model is designed to help interested persons or organizations establish a privately funded educational choice program in their phenomenological approaches. Section 1, "Ethnographic Investigations into High Schools," includes "Dynamics of a Multiethnic School" (Maryann Semons) and "What Can Traditional High School Dropouts Tell Us about Alternative Education" (Daniel Kaczynski). Section 2, "Understanding and Creating Effective Schools," includes "A Systems Approach to School Reform" (Norman Newberg) and "Exceeding Expectations: Activities and Attitudes in an Inner City School with Large Achievement Gains" (John Crawford and Lola Agaard). Section 3, "Technology, Science and Mathematics for Underrepresented Populations" includes "Technology and Mainstreamed Students with Physical Disabilities" (Marcia Scherer). Section 4, "Achievement and Cultural Identity," includes "Breaking the Silence: Race and the Educational Experiences of Asian-American College Students" (Keith Osajima) and "Defining and Managing Stress in Pluralistic Communities" (Jerri Willet). Section 5, "Literacy at Home and School," includes "Ho-oulu I Ka Heluhelu: Fitting Book Reading into the Lives of Hawaiian Children" (Alice Kawakami); "Parental Involvement in Mainstream Schools" (Patricia Edwards and Georgia Garcia); and "Gaining and Retaining Access to Literacy in African-American Youth and Children" (Vivian Gadsden). Section 6, "Effective Teachers and Pedagogy for African-American Students," includes "Cultural Politics in Teacher Education" (Peter Murrell); "Returning to the Source: Implications for Educating Teachers Black Students" (Gloria Ladson-Billings); "Unfinished Business: Black Students' Alienation and Black Teacher's Pedagogy" (Joyce King); and "'Just Got to Find a Way': Case Studies of the Lives and Practice of Exemplary Black High School Teachers" (Michele Foster). Each chapter includes multiple references. (TEJ)

ED 354 618　　　　EA 024 683

Measures To Fight School Failure in the Member States of the European Community. Summary Report Prepared by the EURYDICE European Unit for the Meeting of Senior Officials in June 1992 under the Portuguese Presidency.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; *Educational Change; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; Student Development
IDENTIFIERS- *European Community; *EURYDICE

In addition to personal and social consequences, school failure among Member States of the European Community is a major economic liability. Member States have used a variety of measures to counter school failure. It is generally agreed that socioeconomic, cultural, and personal factors all contribute to school failure. Indicators of school failure include internal measures, such as repetition of grade levels, examination results, and dropping out, as well as external measures, such as postcompulsory schooling activities, illiteracy, and youth unemployment. Structural changes designed to combat school failure include more flexible timetables and school routines, preschool programs, lengthening compulsory schooling, and reducing gaps between levels of schooling. Flexibility and diversification of curricula, increased basic learning, better dissemination of knowledge, more-well-defined assessment, and guidance are teaching-oriented reforms used by Member States. School-based measures include stronger administrative roles, greater school autonomy, partnerships, and enhanced school which require allocation formulas. These formulas determine the proper recipient level of government, population groups, cost factors, minimum grant provisions, and special provisions for the Outlying Areas (Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and Palau). Of the 39 funded programs, 19 allocate funds through competitive awards. This method is most often used for programs with smaller funding levels such as demonstration programs, technical assistance, or research activities that are unlikely to need funding in every state or school district. Only 6 of 39 ESEA programs use funding where the specific recipient is identified. This method is used most often to support a specific study or evaluation, or a particular private organization or activity. (JPT)

ED 354 636 EA 024 722

Redefining the Federal Role in Elementary and Secondary Education: Reauthorization of the ESEA. Updated. CRS Issue Brief.
PUB DATE- 3 Dec 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; *Elementary Secondary Education; *Federal Aid; *Federal Programs; *Government Role; Special Education; Student Development
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act

The Elementary and Secondary Education Act (ESEA) of 1965 is the primary law authorizing most federal aid to elementary and secondary schools and is up for reauthorization during the 103rd Congress. Major ESEA programs provide assistance in four areas: to help meet the special educational needs of disadvantaged or limited English proficient pupils; to improve instruction of mathematics, science, and drug abuse prevention; to encourage innovation in instructional techniques; and to provide aid through block grants for supplementary resources and services. A total of $8.6 billion has been appropriated for ESEA programs for FY1993. Almost 80 percent of this was appropriated for the Title I, Chapter 1 programs for educating disadvantaged children. Several areas may be considered during reauthorization of the ESEA: the federal role in developing national and state school curriculum and assessment standards, funding to schools with poor or other high-need students, educational innovation and restructuring, and reduced federal regulation in exchange for greater accountability. School choice has also been a controversial reform proposal. Lastly, improving the readiness of students to enter the work force is a subject of debate. A list of additional readings is included. (JPT)

ED 354 637 EC 301 769

Stremel, Kathleen; Wilson, Rebecca
An Integrated Parent-Teacher-Related Service Team Approach to Communication Intervention. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Oct 92
NOTE- 601p.; Some tables will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

often than attitudes of rejection. Teachers' successes with students were significantly correlated with positive teacher attitudes. Since teachers' general attitudes toward mainstreaming did not relate to teachers' specific attitudes toward actual students, teacher training should not necessarily focus on changing teachers' attitudes toward mainstreaming. (Contains 34 references.) (Author)

ED 354 654 EC 301 822

Edwards, Len; Smith, J. R.
CHANCE. A Post-Secondary Program for the Learning Disabled: An Evaluation.
PUB DATE- 17 Oct 92
NOTE- 11p.; Paper presented at the Annual Iowa Developmental Education Association (Amana Colonies, IA, October 17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Programs; College Students; Developmental Studies Programs; Grade Point Average; Higher Education; *Instructional Effectiveness; *Learning Disabilities; Pronunciation; *Reading Comprehension; *Remedial Instruction; Spelling
IDENTIFIERS- *Graceland College IA

An evaluation was conducted of the Chance Program at Graceland College in Lamoni, Iowa. The Chance Program is a postsecondary intervention program that addresses pronunciation, spelling, and reading comprehension deficits among learning-disabled students. In a quasi-experiment, test scores of college students (N=93) who participated in the Chance Program were compared to test scores of college students (N=6) who qualified but elected not to participate in the Chance Program. Results indicated that the Chance Program significantly improved student pronunciation, spelling, and reading comprehension skills. The gains in test scores were also correlated to grade point average (GPA) gains. The average gain in GPA was .49 and moderate correlations were found between some test score gains. A list of 16 suggested readings is attached. (DB)

ED 354 655 EC 301 824

Goatley, Virginia J.; Raphael, Taffy E.
Moving Literature-Based Instruction into the Special Education Setting: A Book Club with Nontraditional Learners. Elementary Subjects Center Series No. 65.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Books; Clubs; Elementary Education; *Elementary School Students; Folk Culture; Group Discussion; *Learning Disabilities; *Literacy Education; Literature Appreciation; *Mental Retardation; *Reader Response; Resource Room Programs; Speech Communication; Speech Skills; *Student Development; Teaching Methods
IDENTIFIERS- *Book Clubs

The Book Club project has a focus on research examining literature-based instruction with an emphasis on student-led response groups and this report describes the use of Book Club of 21 manuals, catalogs, pamphlets, videotapes, and curricula. The final section provides addresses, telephone numbers, and descriptions of 16 model programs. (JDD)

ED 354 674 EC 301 851

Stone, Brian J.; Jeffrey, Sharon L.
Sex Differences in Special Education Placement: Are IQ Tests Sex Biased?
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Elementary Education; Elementary School Students; Females; *Intelligence Tests; Males; *Mild Disabilities; Prediction; Predictive Measurement; Referral; *Sex Bias; Sex Differences; *Special Education; *Student Placement; *Test Bias; Testing Problems
IDENTIFIERS- Kaufman Assessment Battery for Children; Wechsler Intelligence Scale for Children (Revised)

The Wechsler Intelligence Scale for Children-Revised (WISC-R) and Kaufman Assessment Battery for Children (K-ABC) were used to predict achievement (measured by the Stanford Achievement Test) for 200 students with mild handicaps, in grades K through 6 in a rural western school district. Males scored significantly higher than females for every variable except Freedom From Distractibility (FFD). Both tests predicted achievement equally for each sex, but overall, females had significantly lower ability and achievement scores. It is concluded that the intelligence tests are not biased, and are therefore not responsible for the disproportion of male students in special education. It is also concluded that females must function at a lower level than males to be placed in special education. (Contains 18 references.) (JDD)

ED 354 675 EC 301 852

Mediation in Special Education. Technical Assistance Paper.
PUB DATE- Oct 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; *Grievance Procedures; *Negotiation Agreements; *Parent School Relationship; Problem Solving; Special Education; State Programs; Student Placement
IDENTIFIERS- *Florida; *Mediation

Mediation in special education is a process intended to assist parents, schools, and agencies in resolving disagreements regarding the special education program of a student with disabilities. A trained mediator works with the parties to guide them toward a mutually satisfactory solution that meets the best interests of the student. This occurs at a nonadversarial session which is more structured than a parent-school conference, but less formal than a due process hearing. This technical assistance paper contains an overview of special education mediation in Florida, an explanation of the process, a description of each party's role in the process, a comparison of mediation and due process hearings, answers to commonly system with individuals with various disabilities is documented. Evidence that low-intelligence subjects were able to learn to read advanced material with comprehension and to write stories led to development of a new paradigm of cognitive/neurological organization. This paradigm views story comprehension as so fundamental and overrepresented in the human brain that even a severely damaged brain can almost always call on this capacity. The fundamental unit of cognitive organization is the idea unit, which is actually a miniature story. The Ball-Stick-Bird method mimics the developmental process, by using idea units to build bigger stories. The idea unit, termed the "story engram," functions as a cognitive organizer and therefore structures conscious reality. As students learned to use the story engram to build bigger stories, they matured far beyond expectations because, having learned to impose a structure on the world around them, they saw themselves as having acquired a structure, an identity. (JDD)

ED 354 693 EC 301 878

Queen, Kay; McCallister, Corliss
Theoretical Perspectives on Teaching the Young Creatively Gifted or Talented Child.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 22p.; Paper presented at the World Conference on Gifted and Talented Children (9th, The Hague, Netherlands, August, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Creative Development; *Creativity; Early Intervention; Economically Disadvantaged; *Educational Principles; *Gifted; *Gifted Disadvantaged; Preschool Education; Program Development; Talent; Teaching Methods; *Teaching Models; Theories

This conference presentation begins with an outline of the assumptions involved in a theoretical model for the teaching of creatively gifted young children. The assumptions include: (1) creativity is continuous, not dichotomous; (2) creativity is a dynamic, interactive, and multidimensional process; (3) creativity may encompass intentionality but requires awareness; and (4) creativity is a higher order intellectual process. The model is then presented, with components considered integral to the creative process: biological aspects, psychological aspects, sociological aspects, and knowledge (both conceptual knowledge and strategic knowledge), all resulting in a creative product or performance. The model's application to a preschool for economically disadvantaged children called Kaleidoscope is then described. Suggestions are offered based on this application. They include: educational interventions at any level must be keyed to the degrees and varieties of giftedness served; educational interventions must be dynamic, interactive, and multidimensional; interventions should promote awareness of creativity in the student, in their parents, in their teachers, and in their community; interventions that are primarily designed for enhancing the development of creativity will also impact other intellectual processes; interventions planned for creative children should consider all components of the model;

settings. Project goals included: (1) develop eight demonstration sites that exemplify inclusive education models, from elementary to high school levels; (2) develop a building-level process to create or further develop a model that includes students with severe handicaps; (3) develop criteria for establishing an inclusive education model for students with severe handicaps; (4) develop a tool that can be used by districts to evaluate their integrated classroom programs; and (5) engage in a district-wide planning process that protects the integrity of the model programs and assures their continued expansion. The eight schools engaged in a building-level process that helped to clarify, further develop, and gain consensus on approaches to education that promote the inclusion of students with severe disabilities. Leadership institutes were held to strengthen the commitment of administrators to inclusive education and to develop a local network of people with expertise, and implementation materials based on the project experience were produced and disseminated. This final report provides details and project objectives, findings underlying the project approach, a description of the model and participants, a list of methodological and logistical problems, evaluation findings, and project impact. Appendices provide background materials relating to the project. (JDD)

ED 354 713 EC 301 899

Hutinger, Patricia L.
Technology Team Assessment Process. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Feb 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Oriented Programs; Consultation Programs; *Disabilities; Early Childhood Education; Early Intervention; Elementary School Students; *Equipment Evaluation; *Evaluation Methods; Models; Preschool Children; Program Development; Program Implementation; *Severe Disabilities; Student Evaluation; *Teamwork; Technology
IDENTIFIERS- *Project TTAP

Project TTAP (Technology Team Assessment Process) demonstrated a functional technology assessment model that can be used to ensure that children from birth to 8 with moderate to severe disabilities receive a thorough team assessment and follow-up consultation focused on individualized technology applications. Team-based procedures were developed to assess children to determine appropriate technology applications. The TTAP Core Team optimally includes an early intervention specialist, a technology specialist, a communication specialist, a physical therapist and/or occupational therapist, and a family representative. Each child assessed has a Support Team made up of his or her family and representatives of early intervention services and cooperating agencies. A TTAP assessment is based on careful observation and analysis of the child's behavior in typical settings as well as during the assessment, and can be conducted in the home, the classroom, or in another setting. Recommendations are made for applications and equipment that would benefit the child and his/her family. Follow-up consultation, technology training for the child's Support Team, and re-assessment are included. This final report outlines project goals and objectives, a theoretical framework, language teaching and research on the negotiation of meaning in second language acquisition. Results of a study conducted in a Japanese university show that cooperative learning groups outperformed individual learners on many measures and performed equally well on others. The thesis concludes with specific recommendations for the use of cooperative learning techniques in EFL classrooms in Japan. (Author/KM)

ED 354 736 FL 020 928

Hommage a Rene Jeanneret (Festschrift in Honor of Rene Jeanneret).
PUB DATE- Sep 92
NOTE- 254p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; *Applied Linguistics; Arabic; Artificial Intelligence; Code Switching (Language); Contrastive Linguistics; Education; English; Etymology; Foreign Countries; French; French Literature; Higher Education; Indexes; Language Attitudes; Language Laboratories; Language Research; Latin; *Linguistic Theory; Older Adults; Phonology; Programing; Second Language Instruction; Student Reaction; Syntax; Uncommonly Taught Languages; Universities
IDENTIFIERS- Discourse Markers; *Jeanneret (Rene); Rabelais (Francois); Universite de Neuchatel (Switzerland)

This festschrift in honor of Rene Jeanneret, administrator of the Center for Applied Linguistics at Neuchatel University (Switzerland), contains the following papers (all papers are written in French with two exceptions): "A Walk with Rene Jeanneret Through the Garden of Applied Linguistics"; "--Thank You.--No Thank You!"; "The Interface between Linguistics and Education" (in English); "The Potential Contribution of Artificial Intelligence and the Automatic Processing of Natural Language to a New Version of Hector"; "Why Reformulate and How to Do It?"; "Rene Jeanneret and the University for Senior Citizens in Neuchatel"; "Philological Commentary on a Page from Rabelais"; "The Obsession with Words"; "HECTOR and the Schwyzertutsch"; "The French in English: Can a Rule Be Seen in the Phonetic Evolution of Intervocalic "s" and Its Compounds ss , bs , et x ?"; "But, It's Only an Example!"; "Code-Switching and Discourse Markers: Between Variation and Conversation"; "The Establishment of Verbal Concordances"; "Comparison of the Phonological Systems of Arabic and French"; "How to Exercise Indirect Free Discourse "en Production": The Contribution of the Teaching of French as a Second Language"; "Some Aspects of Human-Cat Verbal Communication"; "Syntax and Word Formation: One Type of Use of Verbal Nouns in Latin"; and "What Stimulates a Response in the Language Laboratory?" (in English). (MSE)

ED 354 737 FL 020 931

Doyle, Michael Scott
Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast.
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

*Skill Development; Skill Obsolescence
IDENTIFIERS- *France

A survey of French research by CEREQ ("A French research centre for analysis of occupations and of vocational education and training") shows that firms have undertaken a number of experiments, most of them large scale, to retrain their work force. These initiatives are situated within a general context of change. Training programs based on cooperation among participants promotes innovation in the content of training and its implementation throughout the whole firm and all personnel categories. The role of the training service and human resources management is revitalized, the government is involved through increased funding, employees are active participants in the training process, and programs are negotiated with the unions. Skilling programs generate within the customary operation of the organization a capacity to produce not only goods but also know-how. Training programs initiate an uncertain process in terms of the final form of the organization, which will be a result of what the employees make of it through training. The main issue is achieving compatibility among often contradictory modes of training is to integrate them into the same program. Academic knowledge and practical know-how must be combined. These activities coincide with a transformation of the link between training and company classifications. Certification is recognized over seniority, the criterion that traditionally dominates French firms. The fragility of the process of reskilling is apparent in the specific contexts, high financial costs, and determining role of initiators. (Contains 18 references.) (YLB)

ED 354 301 CE 062 800

Seminar on Functional Illiteracy in Industrialized Countries (Ottenstein, Austria, May 30-June 3, 1989). Final Report and Recommendations = Seminaire sue l'analphabetisme fonctionnel dans des pays industrialises (Ottenstein, Autriche, 30 mai-3 juin 1989). Rapport final et recommandations.
PUB DATE- 89
NOTE- 69p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; Educational Cooperation; Foreign Countries; *Functional Literacy; *Illiteracy; Industrialization; *Literacy Education; Parent Participation; Parent School Relationship; School Community Relationship; Secondary Education
IDENTIFIERS- Europe

The seminar on "Functional Illiteracy" was planned as a follow-up to the "Workshop of Specialists in Europe on Functional Illiteracy" held in December 1986, organized by the United Nation's Educational, Scientific, and Cultural Organization's (UNESCO) Institute for Education. Representatives of 17 countries and UNESCO, the International Institute for Children's Literature and Reading Research, and the International Reading Association gathered at the 1989 seminar which began with a wish that the deliberations of the meeting be a genuine contribution to the development of literacy in the European region. Other opening presentations focused on illiteracy in the world perspective and introduced the main points of discussion. The right to literacy was emphasized, and a definition of functional literacy was adopted. Causes and correctional educators toward noncognitive versus cognitive theories and approaches to staff motivation, especially in terms of what best facilitates positive effects on teacher attitudes, morale, and performance. Overall, the cognitive approach was preferred to the noncognitive. No significant differences were found in perceptions of educators working with adult and juvenile students, male and female educators, and supervisors and teachers. (Seven data tables are provided.) (YLB)

ED 354 318 CE 063 015

Watt, David M.; Jones, Paul
The Immersion Instructional Model: A Report from the Work Place.
PUB DATE- Jan 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Employee Absenteeism; Job Skills; *Literacy Education; *Models; Needs Assessment; *Program Design; Program Development; Program Implementation; Staff Development; Student Personnel Services
IDENTIFIERS- Immersion Instructional Model; *Workplace Literacy

Any proposal for training has to satisfy two major components: it must be job relevant and be accomplished without major interruption of work schedules, while incorporating strategies to help eliminate absenteeism. One recently developed model for basic skills training, the Immersion Instructional Model, meets these criteria and provides significant gains in reading and mathematics for the labor force. Conducted on company time for each work force level, this model has proven itself in a variety of business and industry settings. Based on the needs of the organization, sessions run from 2-4 hours daily for a period of 2 weeks. The model uses needs analysis (preparation) and program delivery (operations) as interlocking elements for delivery of work force tailored training. The needs analysis involves an audit of the workplace, setting of learning objectives, formulation of activities to achieve objectives, and selection of instructional materials and personnel. During the operations phase, appropriate instructional methodologies are broken down into specific learning tasks and sequenced into a daily schedule. Assessment provides checkpoints as well as feedback of objective attainment. This model has been conducted at a major midwest university; personnel of the residence and dining halls work force were targeted. Findings show employees averaged a gain of two reading levels. One year later, employees were continuing to learn, study, and achieve in basic skills. (YLB)

ED 354 319 CE 063 017

Washburn, John S.; Cheek, Christine
Vocational Teacher Education: The Context for Reform.
PUB DATE- 3 Dec 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

colleges. The process includes a series of credit-earning seminars that are sequentially taught at predefined levels of competence and implemented in the teacher's classroom with the assistance of the master teacher and constructive feedback from the master teacher and students. Seminars are conducted through the Iowa State University College of Education. The teacher characteristics being taught were validated by 66 community college administrators and 177 faculty. The principal investigator, participant, participants' students, master teacher, and an external evaluator conduct formative and summative evaluation to assess seminar process and participants' success in their classrooms/labs. The appendixes include a table of exemplary community college teacher characteristics upon which the process is based. (Contains 10 references.) (YLB)

ED 354 335 CE 063 044

Putnam, A. R.
What People Mean When They Say They Teach Technology Education.
PUB DATE- Dec 92
NOTE- 14p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Curriculum Development; Educational Change; Educational Research; Industrial Arts; National Surveys; *Program Implementation; Secondary Education; State Departments of Education; *Teacher Attitudes; Teacher Educators; *Technological Literacy; *Technology Education

Research was undertaken to determine whether technology education had moved from theory into practice in the United States. To make meaningful national comparisons, a comparative model was developed to determine the philosophy, implementation organization, and implementation processes of technology education. The model was used as a table of specifications to develop a questionnaire. After a pilot project in nine midwestern states, questionnaires were mailed to state curriculum supervisors of industrial arts/technology education at state departments of education and to a technology teacher educator in each of the remaining 41 states. Data were combined for national comparisons, then grouped by geographical regions using the six Federal Vocational Curriculum Consortium regions, and compared to determine regional differences. A Likert-type scale value was assigned to each response to develop a weighting scale to show whether the response indicated implementation of traditional industrial arts or technology education. Data analysis indicated that technology education had made a clear impact on curriculum implementation. In the Eastern regions, teacher educators considered the impact to be greater than did state supervisors. In the rest of the country, general agreement existed that a change toward technology education had occurred. (Four data tables are appended.) (YLB)

ED 354 336 CE 063 045

Migler, Jerome; And Others
Perceptions of Postsecondary Vocational Student Organizations by Recent High School Graduates and Non-Traditional Students.
PUB DATE- Dec 92
NOTE- 11p.; Paper presented at the American Vocational

and Reading Skills Correlated with Skill Books 1-2 of "The Laubach Way to English." Workplace Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 96p.; For other workplace curriculums of the Anchorage Workplace Literacy Program, see CE 063 069-072. The "Laubach Way to English" publications are available from New Readers Press, Box 131, Syracuse, NY 13210.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Bakery Industry; Classroom Techniques; *Conversational Language Courses; Cooking Instruction; English (Second Language); *Food Stores; *Job Skills; Lesson Plans; *Literacy Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

This packet contains five lesson plans designed to teach reading and writing skills to grocery store employees. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books levels 1-2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing skills and practice. The lessons focus on topics from the workplace in the following areas: bakery, cake orders, courtesy clerk, and sushi bar. Content focuses on work skills, work attitudes and behaviors, and workplace conversation. (KC)

ED 354 354 CE 063 071

Jones, Jan; And Others
Janitorial Unit Prepared for Carr Grocery Employees. Custodian's Guide Prepared for the Anchorage School District Custodial Employees. Workplace Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 82p.; For other workplace curriculum of the Anchorage Workplace Literacy Program, see CE 063 069-072.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; *Cleaning; *Conversational Language Courses; *Custodian Training; English (Second Language); Evaluation Methods; Food Stores; Housekeepers; *Job Skills; Lesson Plans; *Literacy Education; Maintenance; Second Language Instruction; Teaching Methods; Test Items
IDENTIFIERS- Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

This packet contains lesson plans and an evaluation for a janitorial unit designed to teach reading and writing skills to grocery store janitors. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books level 2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing

Findings of another study on the possibilities for an EC-wide networking of databases for vocational qualifications and accredited courses and for EC-level promotion of databases were described. Three possibilities for linking existing databases were proposed. Discussion at the seminar raised the need to define the purpose of networking databases and to identify potential users. A pilot project to link existing databases was proposed. (YLB)

ED 354 371 CE 063 096

National Evaluation of Adult Education Programs. Profiles of Service Providers. First Interim Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; English (Second Language); Literacy Education; *Program Descriptions; *Program Effectiveness; *Program Implementation; Second Language Instruction
IDENTIFIERS- Adult Education Act

The potential of programs supported by the Basic State Grants section of the federal Adult Education Act was evaluated; the first interim part of the study provides descriptive information on the adult education service delivery system. The study drew primarily on data collected from two surveys of local adult education programs--a universe survey of 2,619 local programs (93 percent response) and a program profile of a representative sample of 139 local programs (94 percent response). Some of the findings of the study are the following: (1) 3.7 million clients were served during 1989-90--57 percent females, 43 percent between 16-24 years old, 17 percent black, and 13 percent Hispanic; (2) 2,819 programs were supported by the Adult Education Act during the year ending June 30, 1990, with 70 percent of programs administered by local education agencies and 15 percent by community colleges; (3) most programs had fewer than 500 clients, and about half of the programs serve rural areas; (4) more than 80 percent of adult education instructors work part time; (5) 35 percent of clients are enrolled in adult basic instruction, 30 percent in English as a Second Language, and 30 percent in adult special education; (6) most programs scored low on "professionalism," although most clients were in programs that rated high on this factor; (7) programs that showed high degrees of service integration were mostly very large and located in metropolitan areas; (8) programs use multiple techniques to recruit clients, especially media announcements, referrals, fliers, posters, and mailings, and current client recommendations; and (9) almost half of the programs were under capacity, whereas 25 percent had waiting lists. (Appendixes include the survey forms and 12 references.) (KC)

ED 354 372 CE 063 097

New Guidebook for Development and Production of Literacy Materials.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

guidelines, program descriptions, policy information, and resource lists/bibliographies. Seven programs are described, selected because they used innovative approaches or encountered problems that provide useful information. Each description includes the following elements: title, partners, special features, target population, source of information, program description, successes and problems, and recommendations. A list of 14 resource organizations is followed by 40 references. Two appendices contain the following: ERIC citations for 79 projects funded by the National Workplace Literacy Program, arranged by state, and an ERIC Digest, "Locating and Selecting Information: A Guide for Adult Educators." (SK)

ED 354 389 CE 063 125

Terry, Arthur F.; Hargis, Nancy
Career Education Revisited: Implications for the 1990s. Information Series No. 353.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; *Career Education; *Educational Change; Educational History; Employment Patterns; *Federal Aid; *Government Role; Labor Force Development; Models; Occupational Information; *State Programs
IDENTIFIERS- 1990s

The U.S. Office of Education (USOE) supported the development of four career education models in the 1970s: school-based, later comprehensive career education model; employer-based, later the experience-based career education model; home/community-based model; and the residential-based model. Establishment of the Office of Career Education (OCE) in USOE led to a number of projects aimed at demonstrating the effectiveness of comprehensive K-12 career education. State departments of education also supported the curricular infusion of career education concepts. The demise of OCE and the rise of educational reform movements in the early 1980s drew attention away from career education. However, Career Information Delivery Systems, the 1984 Perkins Act's recognition of career guidance and counseling programs, and the National Career Development Guidelines maintained some visibility for career education and development. In the 1990s, new reform movements are focused on economic and work force development, of which career development has become an essential component. New roles are emerging for counselors, teachers, and career development specialists. The early emphasis in career education on school-business collaboration is echoed in current attempts to build partnerships and involve families and communities. Critical issues for shaping career development in the 21st century include the following: a need for systematic research on the effectiveness of career education/development, teacher and counselor preparation, counselor certification and licensure, multicultural awareness, and school-to-work transition for at-risk youth. (Contains 41 references.) (SK)

ED 354 390 CE 063 126

Weber, James M.
Selected Contemporary Work Force Reports: A Synthesis and

agents and cooperative inspectors play significant roles in the educational process, members are primarily their own teachers. Most educational activities are carried out according to plans based on needs and directions aimed at correcting weaknesses. Major problems of farmer cooperatives relate to conflicts of interest, poor member education, and lack of storage and processing facilities. Cooperatives contribute positively to the education, business, income, and well-being of their members. (YLB)

ED 354 406 CE 063 150

De Jong, Gordon F.
Educational Attainment and Economic Development: Pennsylvania's Young Workers in the 1990's.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Apr 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; College Graduates; *Dropouts; *Economic Development; *Educational Attainment; *Educational Status Comparison; Employment Level; *Employment Patterns; Higher Education; High School Graduates; Job Development; Postsecondary Education; Salaries; Secondary Education; Statewide Planning; Young Adults
IDENTIFIERS- *Pennsylvania

According to March 1991 Current Population Survey data, 64 percent of young workers in Pennsylvania aged 15-39 have no more than a high school education. Pennsylvania is at some competitive economic development disadvantage compared to the national young adult labor force because of its lower share of more educated young workers with advanced skills. Educational attainment creates major differences in unemployment rates of young Pennsylvania workers, from 9.6 percent for high school dropouts to 4.4 percent for college graduates. The ability of the state's young workers to hold a full-time job improves with educational attainment, from 41 percent for high school dropouts, to 80 percent for high school graduates, to 88 percent for college graduates. Educational attainment is extremely important for obtaining a good job and for decent earnings. Nearly 64 percent of the state's college-educated young workers hold managerial or professional positions compared to fewer than 2 percent of high school dropouts. The average income of $25,004 for young workers with a college degree compares with an average of about $13,700 for young workers who stopped school with a high school degree and who completed some post-high school education. The poverty rate of high school dropouts is 20.3 percent, 2.8 percent for college graduates. (The narrative accompanies eight data tables.) (YLB)

ED 354 407 CE 063 151

Faux, Jeff
Economic Competitiveness and the Human-Capital Investment Gap.
PUB DATE- Dec 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; Economic Development; Educational

realized that some changes needed to be made and felt most peer counselors were truly concerned and informed teenagers; and (4) the overall impressions, received from the agency surveys were positive--the representatives of the agencies were well-informed, caring, and searched for ways to improve the peer program. Findings suggest that the most important overall improvement to the Peer Hope Delegation would be better communication among all parties. (Three tables of data are included: the four survey instruments and four appendixes of survey results are attached.) (RS)

ED 354 424 CG 024 765

Robinson, Bonnie
A-Okay: A Middle School Advisory Program.
PUB DATE- Jul 92
NOTE- 80p.; Program developed as a partial requirement for a Master's program, Plymouth State College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Emotional Development; Individual Development; Intermediate Grades; *Interpersonal Relationship; Junior High Schools; Middle Schools; *School Counseling; Secondary School Students; *Self Concept; *Student Development
IDENTIFIERS- *Middle School Students

This guide presents an advisory program for middle schools. The program is designed for groups of 10 to 15 students meeting twice a week; the advisors should be adults from within the school (teachers, guidance counselors, administrators, etc.). The program has four goals: (1) to promote students' sense of belonging within the school; (2) to assist students in the development of self-understanding; (3) to assist students in the development of effective interpersonal relationships; and (4) to guide students in decisions related to future growth. The organization of the guide is based on the school year with one topic per month (September through May/June). The topics are: trust (development of group trust); reflections (self-disclosure); hopes (future goals); gifts (a major project geared to help someone in some way); growth (teachers develop and implement their own program); relationships (personal relationships in and out of school); choices (decision-making); visions (a career-oriented project); dreams (a synthesis of the entire program with culminating exercises with a focus on the future. Most of the topics have 8 to 10 one-page activities; each description lists the goal, materials needed, and the procedure. Activity evaluations conclude the document. (Contains 11 references.) (CRW)

ED 354 425 CG 024 766

Thompson, Jay C., Jr.; And Others
A Two Year Study of Substance Use among Secondary Students: Analysis of Employment as a Variable.
PUB DATE- Oct 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drinking; Drug Use; *Incidence; Secondary Education;

Md.; New Hampshire Univ., Durham.
PUB DATE- 15 Feb 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Corporal Punishment; Etiology; Incidence; National Surveys; Parent Attitudes; *Parent Child Relationship; *Parents

Corporal punishment is usually thought of as a method of "discipline" used with young children. However, it may continue into adolescence. This study examined the extent to which corporal punishment was used with a large and nationally representative sample of adolescents. Corporal punishment was defined as the use of physical force with the intention of causing a child to experience pain but not injury, for the purposes of correction or control of the child's behavior. Data were from interviews with the nationally representative sample of 6,002 American couples who participated in the National Family Violence Resurvey (Straus and Gelles, 1986; 1990). The interviews were conducted by telephone in the summer of 1985. Respondents with one or more minor children living at home were asked about their use of corporal punishment on one of those children. A later part of the same interview asked whether the respondents themselves had been physically punished when they were adolescents. Results indicated that half or more of adolescents were hit by their parents, and that when this happens it tends to happen frequently: a median of four times during a 12-month period, and a mean of six to eight times. Results also indicated that having two parents increases the probability of an adolescent being hit. The prevalence and chronicity of parents hitting adolescent children is consistent with attitude data which shows considerable support for parents hitting adolescents. (ABL)

ED 354 444   CG 024 786

DuPont, Robert L., Ed.
Crack Cocaine: A Challenge for Prevention. OSAP Prevention Monograph-9.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Effectiveness; *Crack; *Drug Abuse; Drug Use; *Epidemiology; *Etiology; *Prevention; Research; Research Needs

This monograph presents the history and epidemiology of crack cocaine and demonstrates aspects of the drug and its use that are unique in the field of prevention. Problems specific to crack cocaine that require specifically focused prevention strategies are examined and recommendations for a crack cocaine research agenda are provided. Chapter 1 examines crack cocaine epidemiology, including sources of data, a summary of national survey data, and observations derived from other data sources. Chapter 2 discusses drug abuse patterns, first looking at general drug abuse patterns and then examining crack cocaine use patterns. Chapter 3 focuses on defining drug use prevention, reviewing prevention strategies of the 20th century, contemporary drug use prevention programs, and preventing crack cocaine use. Chapter 4 discusses the research agenda for crack cocaine use prevention. It describes etiologic and epidemiologic studies, evaluation research, and information for communicating to children of alcoholics and other drug-abusers are listed. "Provide positive alternatives," and "Channel aggression to less harmful behaviors are among recommended approaches, and it is also observed that multiple media approaches appear to be popular for reaching teenage audiences, and that "personal relationships are important in communicating with high-risk youth." A concluding article by Nancy Phillips, "Creating Change for Healthier Youth: Strategies for Living with Alcoholism" is addressed directly to youth in the pre-teen to mid-teen years, and makes the point that accepting alcoholism as a disease is vital to releasing guilt and anger and realizing no one is to blame. (ABL)

ED 354 463 CG 024 805

Stein, Judith A.; And Others
Changing Correlates of Cigarette Smoking from Adolescence to Adulthood.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 2 May 92
NOTE- 8p.; Poster presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Correlation; *Depression (Psychology); *Extraversion Introversion; *Interpersonal Relationship; Junior High Schools; Junior High School Students; Longitudinal Studies; *Personality Traits; *Smoking; Trend Analysis; Young Adults

This study examined whether and at what time point various interpersonal and intrapersonal correlates of smoking shifted over four assessment points in a longitudinal study of 461 individuals. The study began when the subjects, who had been participating in a study of adolescent and young adult development were in junior high school. Four assessment points, 4 years apart were available for this study. Latent variables representing Cigarette Use, Social Relations, Extraversion, and Depression were intercorrelated within each time period. As hypothesized, a substantial shift in the patterns of intercorrelations was found over time. At Time 1, when the subjects were in junior high school and may be described as experimenters, Cigarette Use was positively correlated with good Social Relations and Extraversion, and negatively with Depression. Only four years later Cigarette Use was significantly and positively correlated with Depression, negatively correlated with good Social Relations, and only minimally correlated with Extraversion. At Times 3 and 4 when subjects were in their early and late 20s the same pattern emerged of a significant positive correlation between smoking and Depression, a negative correlation with good Social Relations, and a minimal correlation with Extraversion. These results indicate that smoking in response to peer pressure alone may not continue; those who continue smoking may use it to relieve tension and for self-medication. (Author/ABL)

ED 354 464 CG 024 806

Gano, Lori
Empathy and Helping in a Non-Distress Situation.
PUB DATE- 92

IDENTIFIERS- Reading Fluency

A study investigated the efficacy of using the Language Experience Approach (LEA) with a 15-year-old special education fifth-grade rural black student who did not seem to benefit from traditional skills training procedures. The subject was reading below the first grade level and was a sole survivor of two parallel single-subject design studies. Miscue analysis indicated the subject was a nonreader. Subject-dictated stories were typed and used as subsequent reading materials. The first time the subject read his stories, a miscue analysis was performed to establish a baseline performance. The procedure was repeated one day and about one month later to determine progress. Both quantitative and qualitative statistical analyses were performed. Results indicated significant changes between the pre- and post-treatment criterion measures. Specifically, the subject made fewer omissions and fewer meaningless substitutions. Reading speed and fluency also improved. Findings suggest that a combination of LEA and miscue analysis appears to be a promising strategy for helping adolescent nonreaders in the rural black school environment to learn to read and write. (Five tables and four figures of data are included.) (RS)

ED 354 483 CS 011 189

Roberts, Linda K.

A Comparison of Young Adult Novels: Developmental Tasks and Readability.

PUB DATE- Oct 92

NOTE- 61p.; Master of Library Science Research Project, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Adolescent Literature; Adolescents; Comparative Analysis; Content Analysis; *Developmental Tasks; *Novels; *Readability; Reading Research; Secondary Education

IDENTIFIERS- Fry Readability Formula; Romance Novels

Young adults read not only to experience real-life problems, but also to "escape" from those problems. The two most popular types of novels available to teens are the contemporary realistic problem novel and the formula romance novel. A study examined the incidence of specific adolescent developmental tasks (adolescent problems/concerns) in 15 contemporary realistic fiction and 15 formula romance novels written for young adults between 1985 and 1992 and examined the books' readability levels. Using content analysis methodology and the application of the Fry Index of Readability, results indicated that, overall, the formula romance novels contained a higher incidence of adolescent developmental tasks than the realistic fiction novels, although the difference was not statistically significant. There was a significant difference between the two types of novels in the incidence of low-level developmental tasks (the formula romance novels had a higher incidence of occurrence), but no significant difference in the incidence of mid- or high-level tasks. There was no significant difference between the reading levels of the two types of novels. (Four tables of data are included; 38 references, a list of the novels studied, coding forms and instructions, and the Fry graph for estimating readability are attached.) (RS)

ED 354 484 CS 011 190

Yatvin, Joanne

(Several unnumbered tables of data are included.) (Contains 16 references.) (RS)

ED 354 503 CS 011 212

Brown, Lloyd
A Framework for the Evaluation of Adult Literacy Programmes. Report Number 4. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 10p.; For reports 1-6, see CS 011 209-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Foreign Countries; Government School Relationship; Instructional Effectiveness; *Program Effectiveness; Program Evaluation; Volunteers
IDENTIFIERS- *Labrador; *Newfoundland; Professionalization of Teaching

Noting that, generally, low-literate adults in Labrador and Newfoundland (Canada) are being helped only through the altruistic efforts of literate volunteers, this paper argues that adult literacy must be professionalized and become an integral part of the education system. The paper begins with a brief discussion of the definitions of literacy, and then presents implications about adult literacy programs that follow from the assumption that there are significant differences between adult and child orientations to learning. The paper describes several programs and methods of instruction, noting that there is no single approach to adult literacy instruction and no instructional approach that works for all students. The paper then presents criteria for program evaluation, including skills development, content development, materials development and selection, and instructional strategies. Using these criteria, the paper evaluates two commercially produced print programs, the "Laubach Way to Reading" and "Reading for Today." The paper concludes with 11 recommendations involving the training of adult literacy educators, the role of volunteers, program funding, accreditation of programs, government policy on adult literacy, instructional strategies, and evaluation of programs. (RS)

ED 354 504 CS 011 213

Bulcock, Jeffrey W.
Perceived Causes of Literacy and Illiteracy in Newfoundland and Labrador. Report Number 5. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 8p.; For reports 1-6, see CS 011 209-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Adult Literacy; Dropout Rate; Elementary Secondary Education; Family Environment; Foreign Countries; *Illiteracy; National Surveys; *Program Evaluation; Rural Education
IDENTIFIERS- *Labrador; *Newfoundland

A study determined the causes of adult literacy and illiteracy in Newfoundland and Labrador (Canada) as perceived by those in a unique benefit of peer collaboration. (Ten figures and three tables of data are included. Contains 70 references.) (HB)

ED 354 523 CS 213 687

DiPardo, Anne
Nested Contexts: A Basic Writing Adjunct Program and the Challenge of "Educational Equity."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Administrator Attitudes; *Basic Writing; *Equal Education; Ethnography; Higher Education; *Minority Groups; *Teacher Behavior; *Teacher Student Relationship; Writing Research
IDENTIFIERS- Basic Writers; *Writing Contexts

Conducted at a public university that had long been overwhelmingly Anglo despite being located in a state noted for its linguistic and cultural diversity, an ethnographic study examined one adjunct writing program and the varied students it serves. Data sources were both numerous and varied--data were collected concurrently at the campus level and within the various layers of the program. Two concerns (about academic standards and about cultural separatism) emerged as campus administrators struggled to explain their mixed feelings about the "equity policy" (designed to promote the academic and social adjustment of underrepresented students). Tensions also surfaced repeatedly at the English department and the small-group leader levels. In interviews with writing program administrators, faculty, and small-group leaders about the role of the program, the same dilemmas surfaced again and again--Should small group leaders: (1) consider cultural and linguistic backgrounds of students as resources to be shared or as stumbling blocks to be overcome? (2) act as nondirective facilitators or as directive leaders? (3) provide nurturing, understanding support to students, or insistent, sometimes aggressive prodding? (4) understand that all students must be expected to approximate native-like proficiency, or consider such standards to be inappropriate to a linguistically diverse population? and (5) adopt a quizzical, reflective habit of mind, or offer specific strategies and techniques? The study offers two student portraits (a Latina and a Black male) that suggest some of the kinds of understandings that might have usefully informed the group leaders' work--understandings that extend beyond the urgency of the instructional moment to students' struggles to belong in the academy. (Ninety-five references are attached.) (RS)

ED 354 524 CS 213 689

Schecter, Sandra R.; Parkhurst, Shawn
Ideological Divergences in a Teacher Research Group. Technical Report No. 64.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 354 541 CS 213 714

Goodwyn, Andrew
Changing Models of English Teaching.
PUB DATE- Nov 92
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992). Very small print in some accompanying handouts may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational History; *Educational Philosophy; Educational Theories; Educational Trends; *Elementary Secondary Education; English Curriculum; *English Instruction; Foreign Countries; Higher Education; Models; *Teacher Attitudes
IDENTIFIERS- British National Curriculum; England; *English Teachers; Wales

Research and controversy continues to surround the principles that underpin the teaching of English. English teachers, nonetheless, must understand and be able to articulate a rationale for what they believe to be important in the teaching of English. In Great Britain the introduction of a National Curriculum for England and Wales has produced a ferment of activity, including intense scrutiny of the way English has been taught. In Britain, five models of English teaching were defined by a government committee: personal growth, cross-curricular, adult needs, cultural heritage, and cultural analysis. A survey was conducted with the purpose of discovering what practicing English teachers thought about the various models as well as the institution of a national curriculum. Forty-six respondents from a range of schools were studied via questionnaire between January and March 1992. The teachers were asked to rank the priority of the five models. Teacher responses indicated that the personal growth model was the most favored model currently. Answers given to numerous specific questions about methods and models of teaching provide ample evidence of the current state of teacher attitude and philosophy in Britain. Cultural analysis seems to be growing while the cultural heritage model no longer dominates as the power of the canon continues to weaken. The survey suggests the need to do further investigation into the possibilities of both cultural analysis and media studies as models for English instruction. (Several handouts, including a copy of the questionnaire and survey results, are attached.) (HB)

ED 354 542 CS 213 716

Cook, Lenora
Hearing Real Voices: Cooperation in Preservice English Education.
PUB DATE- Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College School Cooperation; Educational Innovation; Elementary Secondary Education; *English Teacher Education;

Schemata (Cognition); *Theories; Thinking Skills
IDENTIFIERS- Knowledge Acquisition; Research Suggestions

Noting that cognitive science has developed a number of theories relevant to learning and the development of thinking skills, this paper contains an attempt to broaden the limited application of cognitive science by developing four distinct categories of applicable cognitive theories for multimedia instructional design. The paper summarizes the four categories (organismic developmental, information processing, behavioristic, and contextualistic) to provide a more complete foundation from which to select an appropriate design philosophy. The paper then addresses how certain design features may appear in the context of computer-assisted instruction when built around the various cognitive theoretical stances. The paper concludes that contextualism (which incorporates the individual, the environment, and the system acting one upon the other) appears to hold the greatest promise for future research. (Contains 49 references.) (RS)

ED 354 562 CS 508 073

Stowell, Jessica
The Effects of Television Viewing and Communication Suppression on Communication Apprehension.
PUB DATE- Oct 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Child Development; College Students; *Communication Apprehension; Communication Research; Communication Skills; Early Childhood Education; Higher Education; Television Research; *Television Viewing
IDENTIFIERS- Communication Behavior; Personal Report of Communication Apprehension

A study investigated whether excessive television viewing coupled with communication suppression by parents in the preschool years had a distinct impact on the development of communication apprehension (CA) in children and on college-age young people. Subjects (average age 21.8 years and 99% Caucasian) were selected from speech classes at a southern United States junior college in order to give a broad spectrum of apprehension or lack thereof. A self-report questionnaire and the last six questions of the Personal Report of Communication Apprehension. Results indicated that: (1) excessive television viewing in early childhood was linked to communication apprehension; and (2) there was a non-significant relationship between television viewing and communication suppression. A discussion of these issues could serve as a warning for parents who want their children to avoid communication apprehension. (Three tables of data are included; 27 references and the self-report questionnaire are attached.) (RS)

ED 354 563 CS 508 075

Wolff, Leanne O.
Merging the United States and Japan: Intercultural Communication in the Small Group Course. More than Cut and Paste: Integrating Cross-cultural Communication into the Curriculum.
PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech

children's educational experience. (Contains 18 references.) (MLH)

ED 354 580   EA 024 452

Educational Plant Survey, Dade County Schools, April/May 1992. Volume I and II.
PUB DATE- 92
NOTE- 561p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Estimates; Design Requirements; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Trends; *Facility Guidelines; *Facility Inventory; Facility Requirements; Public Schools
IDENTIFIERS- *Dade County Public Schools FL

Findings of a survey of educational plants in Dade County, Florida, are presented in this document. The survey's purpose is to aid in formulating plans for housing the educational activities of district students and staff. Volume 1 contains facilities lists for elementary, middle, and high schools; vocational technical centers; exceptional educational; and ancillary facilities. Section 1 presents an overview of, the legal basis for, and methodology of educational plant surveys. Section 2 contains state and district policy statements. Guidelines for school plant development, with regard to school size, school sites, and school plant design, are offered in section 3. The fourth section includes facilities lists for minimum space requirements for elementary, middle, and high schools; other centers; and ancillary facilities. Section 5 offers an analysis of district and student population, with a focus on predicted Capital Outlay Full-Time Equivalency (COFTE) student membership trends. Financial trends and estimates are presented in section 6. Five tables and 9 exhibits are included in volume 1. Volume 2 describes individual school plants in Dade County and their estimated needs through 1997-98. Districtwide recommendations are included. (LMI)

ED 354 581   EA 024 496

Jenkins, Hugh
School Principals--Entrepreneurial Professionals.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Educational Change; Foreign Countries; Intermediate Grades; *Leadership; *Organizational Development; *Principals; Secondary Education; Teamwork
IDENTIFIERS- *England; *Wales

This paper examines the ways in which a small number of school principals in England and Wales are making changes in their management structures and processes to cope with an increasingly turbulent environment. Using evidence on a comparative basis from organizations outside education, this paper looks at the way in which a number of principals are community. Section 1 offers information on defining the program's focus. Section 2 outlines seven common denominators shared by the four programs. The following programs are described: the CHOICE Trust (Indianapolis); The Children's Educational Opportunity (CEO) Foundation (San Antonio); Partnership for Educational Choice (Milwaukee); and the Children's Educational Foundation (Atlanta). The third section presents steps for identifying critical local issues through data collection, such as private and public school surveys. Sections 4 through 7 offer guidelines for designing the program, recruiting partners, selecting data processing programs, and utilizing a public relations firm. A flowchart and sample timeline are provided in the eighth section. Sections 9 through 11 offer tips for preparing the announcement and handling of public response, handling operational difficulties, and evaluating the program. A list of contact persons is provided in the final section. Appendices contain individual program forms, a sample private school survey, the administrator's job description, an empowering document, data processing reports, a sample request for proposal (RFP) form, and sample press releases and announcements. (LMI)

ED 354 600 EA 024 655

Johnson, Bob L., Jr.
The Logic of School Restructuring: A Conceptual Analysis.
PUB DATE- Aug 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Organizational Change; Organizational Climate; *Organizational Development; *School Organization; *School Restructuring; Systems Approach

This paper offers a new conceptual framework for thinking about school restructuring by examining the meaning and implications of restructuring as a school improvement strategy. Conceptualization efforts are organized around a set of fundamental questions: (1) What is the meaning of restructuring? (2) What makes restructuring necessary? (3) What is the "telos" of restructuring? (4) What are the focus and scope of restructuring efforts? and (5) How is restructuring to be accomplished? The "organizational restructuring" of schools refers to altering the parts of a school structure, the relationships among the parts that define the school, and the overall character of the structural entity known as the school. The desired end, or "telos," of all restructuring efforts arises from the incongruencies between the consequences of current school structure and those desired consequences dictated by dominant theory and assumptions. The common element in all structural changes, regardless of focus and change, is the restructuring of organizational roles and relationships. It is concluded that implementation of a restructuring plan is guided by several considerations: the desired ends, identification of strategic linkages within the school organization, and the focal point of restructuring efforts. Potential barriers may arise from ideological, cultural, or bureaucratic sources. (Contains 31 references.) (LMI)

ED 354 601 EA 024 656

Thomson, Scott, D., Ed.; And Others

life. Improvement can also come in teacher training, educational organization, and connections with the community. Help for students' families includes increasing family support and encouraging involvement in education. The pupil can be helped through specialized teaching, early detection of learning difficulties, tutoring, and afterschool assistance. (JPT)

ED 354 619 EA 024 687

Messec, Jerry L.
Nepal: Building an Information System for Efficiency Improvement.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Jan 90
NOTE- 9p.; Paper presented at the National Seminar on Improving the Efficiency of Primary Education (Kathmandu, Nepal, January 22-26, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer System Design; *Cost Effectiveness; Efficiency; Elementary Secondary Education; Foreign Countries; *Information Management; *Information Needs; Information Transfer; *Information Utilization; Program Effectiveness
IDENTIFIERS- *Nepal

Information systems are a necessary, but not sufficient, condition for improving the efficiency of educational systems. Improving the Education Management Information System must be the foundation of any long-term effort to enhance the efficiency of the Nepalese system. Three critical conditions must be met to enhance system efficiency (effectiveness compared with costs): (1) quality of the data must be ensured; (2) to become information, the data must be meaningful for those receiving it; and (3) information must have institutional channels for use in decision-making. Developing regular channels is difficult because persons or agencies may see no advantage in using the information or may perceive that it erodes their influence. Information may also be discounted because it contradicts other information or is difficult to incorporate given poorly developed decision-making processes. Even small investments in computer hardware and training can help overcome these limitations by ensuring that information is provided at critical moments in the decision-making process and by developing advocates of information use within decision-making institutions. Important steps have been taken, or can be, that meet the information needs of the Nepalese educational system. (TEJ)

ED 354 620 EA 024 688

Nepal: Improving the Efficiency of Primary Education. Proceedings of a National Seminar jointly organized by Ministry of Education and Culture, HMG and Improving the Efficiency of Educational Systems/USAID (Lalitpur, Nepal, January 22-26, 1990).
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Jan 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Ancillary School Services; *Communication Skills; *Deaf Blind; Early Childhood Education; Elementary Education; Federal Programs; *Inservice Education; Inservice Teacher Education; Integrated Activities; Integrated Curriculum; Interdisciplinary Approach; Intervention; Models; Parent Teacher Cooperation; *Student Educational Objectives; *Teamwork; Technical Assistance

This final report describes a federally funded 3-year project for integrating related services within educational objectives for children (ages 3-10) with dual vision and hearing impairments. A Training-Utilization model of inservice training and technical assistance was developed, implemented, and evaluated to address the communication needs of children with dual sensory impairments, utilizing an integrated team approach. The project was based on the premise that an integrated team approach is needed that includes a philosophical, physical, and programmatic basis for assessment, adaptations, intervention, and evaluation. The project was developed within the framework of four validated best practices, including service delivery in inclusive environments; an interpersonal-interactive approach within an age-appropriate, functional education curriculum; use of systematic teaching procedures; and ecologically based instruction. Project staff included a parent, special educator, communication specialist, and physical therapist, and each team participant received training from a project staff member from his or her discipline. This final report summarizes the objectives, activities, and accomplishments of the project. Detailed statistical data are provided concerning accomplishment of each project objective. Appendixes and attachments, which make up the bulk of the document, are as follows: (1) process delivery manual; (2) child assessment data; (3) communication module; (4) an integrated team programming module; (5) a functional curriculum module; and (6) a personal futures planning module. (JDD)

ED 354 638 EC 301 805

Berkeley, Terry R.
Graduate Follow-Up: An Examination of NCATE's Precondition Criteria, CEC's Criteria, and the State of the Knowledge Base. Information Bulletin #41.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); *College Graduates; *Disabilities; Education Majors; Elementary Secondary Education; *Evaluation Criteria; Federal Programs; *Followup Studies; Graduate Study; *Graduate Surveys; Higher Education; Program Effectiveness; Pupil Personnel Services; Special Education; Special Education Teachers
IDENTIFIERS- Council for Exceptional Children; National Council for Accreditation of Teacher Educ

Graduates of professional preparation programs in special education are followed up in order to know about the status of professionals who completed their training in programs receiving federal support from the Office of Special Education Programs Division of Personnel Preparation. This bulletin discusses graduate follow-up precondition criteria developed by the National Council on the Accreditation of Teacher Education instruction within a special education resource room, in which elementary-level children incorporated the use of high quality literature, written and oral responses to literature, and student-led discussions. Specifically, the report describes the experiences of a group of five students (identified as learning disabled or educable mentally impaired) as they participated in Book Club at an urban school in a mid-sized midwestern city. The first phase involved a unit on folktales to help students explore both what to share and how to share within their small group discussions and to provide instructional support through modeling, teacher-led discussion, and written activities to help their oral response. The second phase, using a unit on disabilities, focused on furthering their progress and increasing their use of personal experiences in interpreting text. Student growth in literacy activities was noted through three areas: nature of the Book Club interactions, change in written response, and types of questions discussed. The types of instruction and modeling that helped the students grow confident in their literacy abilities are discussed. Appendixes list literature used and outline Book Club activities. (Contains approximately 35 references.) (Author/JDD)

ED 354 656 EC 301 825

Funk, Harry E.
The ECE Transition Follow-Up Project. Project Handbook, Questionnaire, and Interviewer's Guide.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Data Analysis; Data Collection; Demonstration Programs; *Disabilities; Dropout Research; Educational Objectives; Employment; Followup Studies; Graduate Surveys; Independent Living; Interviews; Models; Postsecondary Education; *Program Evaluation; *Program Implementation; Research Methodology; Secondary Education; *Secondary School Students; Student Attitudes; *Transitional Programs
IDENTIFIERS- Jefferson County Public Schools KY

This handbook is offered to guide the replication of a transition follow-up project for students in Exceptional Child Education (ECE) programs, by providing procedures and functional resources used to implement the model components. The project involved surveying former Jefferson County (Kentucky) special education students from all exceptionalities, including graduates, certificate holders, dropouts, and exiters to general education. In addition, a follow-along survey was conducted with currently enrolled special education students in grades 8-12 and exiters to general education in grades 10-12. Data from the surveys were used to modify and expand curriculum and program options to enhance the employment, postsecondary education, and independent living of the target population. These changes were subsequently evaluated through follow-up and follow-along surveys whose output data served as feedback for program modification. Following an introduction, the handbook offers chapters focusing on the following steps: (1) develop a asked questions about mediation, and copies of forms used in the process. The appendix contains the following forms: a request for mediation, mediation agreement, mediator evaluation of the mediation session, and participant evaluation of the mediation session. (JDD)

ED 354 676 EC 301 853

Technical Assistance to Service Providers for Deaf-Blind Children & Youth in Delaware. Final Report for Funding under Services for Deaf-Blind Children & Youth.
PUB DATE- Dec 92
NOTE- 78p.; A product of the Delaware Program for the Deaf-Blind.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); *Consultation Programs; *Deaf Blind; Educational History; Elementary Secondary Education; Federal Aid; Federal Programs; *Inservice Teacher Education; Parent Education; Program Development; Program Implementation; *State Programs; Summer Programs; Teacher Certification; *Teacher Shortage; *Technical Assistance
IDENTIFIERS- *Delaware

This federally funded Delaware project was designed to provide systematic, periodic consultation and technical assistance statewide to staff serving children and youth who are deaf-blind; provide inservice training activities for staff; provide at least two statewide parent meetings; and develop and conduct summer training institutes on major topics related to deaf-blindness so that professionals may acquire essential knowledge for classroom application. Underlying factors related to service delivery are discussed, including lack of qualified applicants for teaching positions, attrition, increased demands resulting from the least restrictive environment initiative, the varied and complex needs of children who are deaf-blind, distribution of students and service providers, limited number of personnel with expertise, and teacher certification. Project activities, achievements, and challenges are then outlined. An appendix, which makes up approximately half the project report, offers a historical overview of special education in Delaware for children with deaf-blindness, project statistics, evaluation data, background information on the Cooperative Interagency Team for Delawareans with Deaf-Blindness, and administrative forms. (JDD)

ED 354 677 EC 301 854

Smith, Pamela D., Ed.; Kleinert, Jane O'Regan, Ed.
Communication Programming for Students with Severe and Multiple Handicaps. Kentucky Systems Change Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Problems; Case Studies; *Communication Disorders; *Communication Skills; Elementary Secondary Education; Inservice Teacher Education; Intervention; Mainstreaming; Multiple Disabilities; Parent Teacher

and class content, process, product, and environment must be adapted to promote opportunity and affirmation. (Contains 45 references.) (JDD)

ED 354 694 EC 301 879

Nichols, Teresa M.
A Study To Determine the Effects of the Junior Great Books Program on the Interpretive Reading Skills Development of Gifted/Able Learner Children.
PUB DATE- 12 Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Elementary Education; Elementary School Students; *Gifted; *Group Discussion; Instructional Effectiveness; Interpretive Skills; *Program Effectiveness; *Reading Skills; Skill Development; Student Attitudes; Thinking Skills
IDENTIFIERS- *Junior Great Books Program

This study sought to determine the effects of the Junior Great Books program on the higher level thinking skills of gifted/able learners and on interpretive reading skills development. Three groups of students were observed. They consisted of 83 elementary students in 2 experimental groups, all of whom participated in a Junior Great Books program, and 143 gifted/able second, fourth, and fifth graders in a control group. Students met for 12 sessions to discuss a story (either traditional or modern) that everyone had read in advance, led by adults specially trained by the Great Books Foundation to ask questions that encourage students to think about the meaning of what they have read. Results showed that quantitative measures did not reveal a significant increase in the mean scores of School Ability Indexes on the Otis-Lennon School Ability Test, but qualitative measures revealed that the quality of answers significantly improved as a result of participation in the Junior Great Books discussions. Anecdotal records before and after the program indicated that participants exhibited enthusiasm in vocabulary development, increased interest in literature, and positive attitudes toward the special reading program. (JDD)

ED 354 695 EC 301 880

Mental Retardation: Definition, Classification, and Systems of Supports. 9th Edition.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Classification; *Clinical Diagnosis; *Definitions; *Educational Diagnosis; Elementary Secondary Education; Handicap Identification; Human Services; *Mental Retardation; Needs Assessment

This manual, the ninth edition of a regularly published definition and classification work on mental retardation description of the model and participants, problems and solutions, evaluation findings, and project effectiveness and dissemination activities. An appendix contains TTAP procedures and forms for technology assessment for computer capability for the education of special students. (JDD)

ED 354 714 EC 301 900

Marvin, Christine A.; And Others
Interdisciplinary Training in Infant/Family Specializations through Existing Programs at the University of Nebraska. Final Report.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Special Education Section.
PUB DATE- 90
NOTE- 126p.; Some charts may not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Course Content; *Disabilities; *Early Intervention; Family Programs; *Graduate Study; Higher Education; Infants; Intellectual Disciplines; *Interdisciplinary Approach; Preschool Education; Professional Education; *Teacher Attitudes; Teamwork; Toddlers
IDENTIFIERS- University of Nebraska

This study explored current University of Nebraska graduate course offerings which address content relative to infants, families, and/or the professional teamwork associated with services to handicapped or at-risk infants, toddlers, and their families. Faculty from 12 departments were surveyed as to their interest in interdisciplinary, interdepartmental, and intercampus training. Ten disciplines were found to be represented in personnel preparation programs at the university system: audiology, child development/early education, family counseling, nursing, pediatrics, physical therapy, psychology, social work, special education, and speech pathology. A total of 82 courses include some content relative to infants, families, and/or professional teamwork, though only 14 percent of these are exclusively focused on these issues. The study also examined which courses are pertinent to the training of professionals who provide infant/family services in the community, specialty minors that are available in this area, faculty interests in pursuing interdisciplinary programs of study in the area of infant/family services, and strengths and needs of individual disciplines in the university system. The study concluded that faculty appear interested in developing and supporting an interdisciplinary graduate seminar and collaborating to share expertise and bring an interdisciplinary perspective to current courses. Recommendations are offered. Appendixes contain survey forms, course descriptions, and matrices indicating which courses address specific issues in infant/family services. (Contains 10 references.) (JDD)

ED 354 715 FL 019 987

Bueno, Julian L.
Traduccion automatica mediante el ordenador (Automatic Translation Using a Computer).
PUB DATE- Jan 92
NOTE- 12p.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(150)
DESCRIPTORS- Business Administration Education; *Business Communication; *College Second Language Programs; *Cross Cultural Studies; Educational Change; Educational Trends; Epistemology; Futures (of Society); Higher Education; Interdisciplinary Approach; *Language Role; Second Language Instruction; *Second Languages; *Spanish; Trend Analysis

The decade of the 1980s saw a shift in paradigm in American trade and commerce, the serious beginning of a movement away from anachronistic and unwise ethnocentrism and nationalism and toward a more practical globalization of American business consciousness. The notion of business conducted in English and according to American norms began to yield to internationalization. Higher education responded by creating interdisciplinary programs combining study of business with study of languages and cultures of potential business partners and co-workers. Within the new educational epistemology created by this movement, Spanish is a particularly important element, as a major world language, the dominant language of the hemisphere of the Americas, and an emerging major language in the United States. Business Spanish will and must play an increasingly important role in preparing graduates for the national, hemispheric, and global challenges and opportunities ahead. (MSE)

ED 354 738 FL 020 934

Bruce, Nigel J., Ed.; Crewe, William J., Ed.
Hongkong Papers in Linguistics and Language Teaching, 12.
PUB DATE- Apr 89
NOTE- 97p.; For selected individual papers, see FL 020 936-939.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Code Switching (Language); Coherence; English; *English (Second Language); Error Patterns; Guides; Higher Education; Language Research; Language Variation; *Linguistic Theory; Plurals; *Reading Comprehension; Reference Materials; *Revision (Written Composition); Second Language Instruction; *Second Languages; Word Processing

Papers on linguistics and language teaching in this volume are the following: "The Revision Process in Academic Writing: From Pen and Paper to Word Processor" (Stephen Chadwick, Nigel Bruce); "Sentence Sequence and Coherence: In Search of Readers' Problems in Academic Discourse" (Desmond Allison); "Plural Marking in Hong Kong English" (Carol Budge); "A Reading Experiment with L2 Readers of English in Hong Kong--Effects of Rhetorical Structure of Expository Texts on Reading Comprehension" (Rebecca W. K. Foo); "Quis Custodiet...? Errors in Guides to English Usage for Hong Kong Students" (Mark Newbrook); and "Review of 'Code-Mixing and Code Choice: A Hong Kong Case Study' by John Gibbons" (Mark Newbrook). Editorial policy, a style sheet, notes on contributors, and an index to papers in volumes 1-11 are also included. (MSE)

ED 354 739 FL 020 936

Allison, Desmond
Sentence Sequence and Coherence: In Search of Readers' Problems in Academic Discourse.
PUB DATE- Apr 89
NOTE- 10p.; For the serial issue from which this paper is analyzed, see FL 020 934.
LANGUAGE- English

contributing factors of functional literacy were discussed: school, personal factors, and cultural institutions and products. Means to identify functional illiterates were identified, including mass media, churches, social workers, schools, vocational training centers, services for the unemployed, and posters. The discussion on strategies for the prevention and eradication of functional illiteracy addressed prevention of illiteracy among the young and the fight against illiteracy among adults. Global and integrated strategies appeared to be essential tools for success in promoting literacy. An important part of strategies to prevent illiteracy was to be implemented inside the school system. Many initiatives were to be launched in cooperation with the community and parents. An essential part of adult literacy strategy was the recognition by governments of the right for all adults to literacy education. Recommendations were made to form the basis of activities during International Literacy Year. (A participants' list is appended. A French language version is included.) (YLB)

ED 354 302 CE 062 865

Cesnich, Janine
Training and Organising People for Flexible Manufacturing. A Literature Review.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Corporate Support; Educational Planning; *Education Work Relationship; Foreign Countries; *Job Training; *Labor Force Development; *Management Systems; Manufacturing; *Manufacturing Industry; Organizational Change; Organizational Development; Productivity; Quality Control; School Business Relationship; *Technological Advancement; Vocational Education
IDENTIFIERS- *Flexible Manufacturing; Integrated Manufacturing

Integrated or flexible manufacturing is a management strategy that integrates training and the organization of people with the modernization of hardware. It would allow Australian manufacturing organizations to produce value-added goods for niche markets and be competitive. Manufacturing organizations that identify and change their production strategies to meet new consumer requirements of cost, quality, choice, and innovation will establish themselves successfully in the market. Mass production techniques are constraining manufacturing organizations from improving their levels of efficiency, quality, flexibility, and innovation. As a result, increasing numbers of manufacturing firms are moving toward an integrated system of manufacturing. A vital component of integrated manufacturing can be found in new technologies that assist organizations in making the transition from the traditional mass production of standardized products toward the production of smaller batches of higher quality products targeted at niche markets. Implementation of flexible manufacturing may cause changes in job design (or redesign), job content, and skill requirements of the work force. Consequences of technological change may include skill twist, upskilling, and deskilling. Industry, government, schools, and education/training providers should be key players in educational planning. Issues include teaching the importance of lifelong learning, expansion or modification of curricula, and upgrading and generalization of skills. (Contains 83 references.) (YLB)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; College Programs; Demography; Educational Improvement; Educational Needs; *Educational Trends; *Futures (of Society); Higher Education; Postsecondary Education; *Preservice Teacher Education; Program Improvement; Secondary Education; *Teacher Education Programs; *Teacher Supply and Demand; Technical Education; Technological Advancement; *Vocational Education Teachers

The numbers of vocational education teachers, the number of institutions that provide training for vocational education teachers, and the number of schools that offer vocational education have been declining for the past 10 years or longer; at the same time, the average age of vocational education teachers has risen. As the teacher ranks and the programs to prepare them are shrinking, there are countertrends toward having vocational education teachers integrate basic skills lessons into their classrooms, and toward more technology education or tech prep programs. Among other issues that could affect not only vocational education but all teacher education programs is that with continued military downsizing, a number of highly trained ex-military personnel will be entering the workforce many of whom will look for careers in teaching. This is only one of many factors that suggest that vocational teacher education programs will have to change in order to attract more faculty and more aspiring teachers as well as more money for program improvement. Other important issues in vocational teacher preparation are the need to recruit minorities and the ability to address the special needs population. These and similar issues will continue to have an impact on universities and colleges that prepare vocational education teachers. (Contains 12 references.) (KC)

ED 354 320 CE 063 018

Uhrig, Roberta K.
Two Case Studies of Mastery Learning in Marketing Education: The MarkED Model Program.
PUB DATE- Dec 92
NOTE- 21p.; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Competence; Competency Based Education; *Demonstration Programs; Distributive Education; *Educational Objectives; Literature Reviews; *Marketing; *Mastery Learning; Models; *Professional Development; *Program Effectiveness; Secondary Education; Secondary School Teachers; Vocational Education
IDENTIFIERS- *MarkED Model Program

A study was conducted to examine the feasibility, problems, benefits, and implications of the use of the mastery learning strategy in secondary marketing programs implementing the MarkED Model Program. The MarkED Model Program, begun in 1982, is a professional development activity for secondary marketing educators that uses a competency-based, mastery learning approach to instruction. The participants (now 50 in number from across the United States) are given initial and follow-up training over a period of 3 years to prepare them to implement the mastery learning approach. Participants also work to develop their local curricula to ensure consistency with the

Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- High School Graduates; Interviews; *Nontraditional Students; Student Attitudes; Student Interests; *Student Motivation; *Student Organizations; *Student Participation; Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- Minnesota; *Vocational Student Organizations

Perceptions of postsecondary vocational student organizations (VSOs) were solicited from students in several Minnesota technical colleges. Four technical colleges participated in the study; one college agreed to serve as the pilot site to test the methodological procedures. Four focus group interviews obtained participant perceptions and views about selected research topics. Six focus group interviews were held at three technical colleges. At each college, one focus group interview was held with recent high school graduates and one with nontraditional students aged 27 and older. A total of 24 students, randomly selected by college administrators, participated in the two student groups. All focus group interviews were recorded on audiotape. Data were analyzed to determine the emergence of themes. Three factors facilitated or encouraged membership and participation in postsecondary VSOs: instructor influence, opportunity to network with potential employers, and opportunity to list membership on resume. Four barriers to membership and participation were identified: time constraints, family responsibilities, difficulty of finding or affording child care, and lack of instructor interest or commitment. Nontraditional students preferred activities that would enable them to network with potential employers. Younger students preferred social interactions, leadership development, human relations skills, and competitive events. Both groups preferred activities scheduled during the regular school day. (YLB)

ED 354 337 CE 063 046

Herschbach, Dennis R.; And Others
Vocational Education and Training. Review of Experience. Latin America and the Caribbean.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Latin America and the Caribbean.
PUB DATE- 92
NOTE- 104p.; Management Systems International also assisted in this project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; *Educational Finance; *Educational Improvement; Educational Policy; Educational Quality; Federal Aid; Foreign Countries; Government Role; Investment; Job Training; Nonformal Education; Program Design; Program Development; *Program Effectiveness; *Program Implementation; Program Improvement; Technical Assistance; *Vocational Education
IDENTIFIERS- Caribbean; Latin America

This report examines the problem of implementing and sustaining vocational education and training (VET) programs in developing countries. It is intended to provide U.S. Agency for International Development (USAID) officers with operational guidelines for the development of future projects. In skills and practice. The lessons focus on topics from the workplace such as cleaning floors and restrooms, general cleaning, work attitudes and behaviors, and workplace conversation. The evaluation requires employees to demonstrate knowledge and use of work-related forms and job duties. A custodian's guide prepared for the Anchorage, Alaska school district custodial employees provides information on care of tools and equipment, fire prevention, and a detailed cleaning guide. (KC)

ED 354 355   CE 063 072

Cacy, Roselynn; Smith, Polly
First Aid Lessons. Correlated Conversation for Use with "You Can Give First Aid." Workplace Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 24p.; For related documents, see CE 063 069-071.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; *Conversational Language Courses; English (Second Language); *First Aid; Health Education; Injuries; *Job Skills; Lesson Plans; *Literacy Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

This unit contains lesson plans designed to teach first aid skills to adults with limited language skills. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project in Anchorage, Alaska. The lesson plans, which are correlated with the book, "You Can Give First Aid," include conversational skills (dialogue, vocabulary, and structure) related to injuries, choking, poisoning, burns, broken bones, minor wounds, and other problems for which employees should know how to give first aid and call for help. An extensive directory of information on providers of emergency services and other resources is included in the unit. (KC)

ED 354 356   CE 063 074

Hoerner, James L.; And Others
Tech Prep: An Embryonic Idea and Divergent Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Educational Change; Educational Cooperation; *Educational Development; Educational Innovation; Educational Legislation; Educational Planning; Educational Research; Federal Legislation; *High Risk Students; High Schools; Institutional Cooperation; National Surveys; Postsecondary Education; *Program Design; *Program Development; Program Implementation
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tech Prep

The practice and processes of articulated tech prep programs were examined in Spring 1991. Two major areas of focus were getting

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Curriculum Development; Foreign Countries; Functional Literacy; Illiteracy; *Instructional Material Evaluation; Instructional Materials; Layout (Publications); *Literacy Education; *Material Development; *Media Adaptation
IDENTIFIERS- Asia Pacific Region

This guidebook is a practical reference for people working on the development and use of literacy materials, such as planners, administrators, writers, illustrators, and producers. Section I on rationale and principle of learning materials covers the following: categories of learners, learning behavior of adults, steps in curriculum development, scope and sequence of the curriculum, and selection of functional content in relation to needs. It discusses APPEAL (Asia-Pacific Programme of Education for All) Training Materials for Literacy Personnel (ATLP); ATLP exemplary training curriculum; use of curriculum for developing learning materials; functions, types, and objectives of learning materials; and two approaches to material production. Section II describes steps of developing learning materials: collecting and analyzing data for development of materials, selection of theme and format of materials, procedure for developing materials for neoliterates (printed book, printed nonbook, audiovisual--electronic and folk media, games and others), and production of printed literacy materials. Section III discusses use of existing materials and their adaptation. Section IV focuses on distribution, use, and evaluation of basic literacy and follow-up materials. Appendixes include statistics on literacy and related issues and annotations of materials produced by the Asian/Pacific Joint Production Program of Materials for Neo-Literates. (YLB)

ED 354 373 CE 063 098

Jones, Hywel Ceri
Education in a Changing Europe.
PUB DATE- 16 Mar 92
NOTE- 24p.; Charles Gittins Memorial Lecture presented at the University College of Wales (Swansea, Wales, United Kingdom, March 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; *Educational Planning; Employment Opportunities; Foreign Countries; Futures (of Society); Higher Education; International Communication; *International Cooperation; International Trade; Job Training; *Labor Force Development; *Labor Market; Lifelong Learning; *Occupational Mobility; Relocation; *Role of Education; Secondary Education; Vocational Education
IDENTIFIERS- *European Community

A frontier-free European Community (EC) has been created in which goods, capital, services, and people move freely across national frontiers. The issue of mobility is especially important for young people eager to exploit the opportunities opened up and for teachers and trainers in the educational field. A European dimension is now a necessary part of the educational experience of all young people growing up in the EC. In addition, skill levels in each region must be raised so that each region can better sustain its own economic development, attract new industries, and arrest the flow of qualified workers out of the region. Educational planning needs

Critique. Information Series No. 354.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Basic Skills; *Educational Change; Educational Objectives; Educational Quality; *Evaluation Criteria; *Job Skills; Labor Force; *Labor Force Development; Performance Factors; Postsecondary Education; School Restructuring; Secondary Education; *Standards; Vocational Education
IDENTIFIERS- *America 2000; National Education Goals 1990; *Total Quality Management

Demographic and social changes, increasing economic interdependence, and educational reform movements are causing major changes in vocational education. Essential work force skills and the standards to account for their achievement are being debated. The 1980s' "Excellence Movement" focused on strengthening academic requirements, developing public-private partnerships, and setting higher expectations for students, while increasing access for women, minorities, and people with disabilities. Shortcomings were the conflict between raised standards and increased access, lack of attention to noncollege-bound students, and failure to address adult retraining needs. State initiatives and America 2000 are responses to these challenges. America 2000 and several work force preparation proposals ("Investing in People," "America's Choice," and "What Work Requires of Schools") agree on such basic issues as international economic competitiveness, collaboration, and the need for standards and measures. A consensus-building effort that synthesizes the best from each proposal, more consistent use of the terminology of performance measures/standards, and more attention to existing experience in this area are recommended. Another "excellence movement" being widely implemented is total quality management (TQM). The four work force preparation strategies do not reflect the TQM vision and direction. A unified national policy should consider the following: retraining and upgrading the skills of the workers already in the work force, small businesses, and convincing business/industry that making larger investments in education/training will improve their profits. (Contains 112 references.) (SK)

ED 354 391 CE 063 127

Fingeret, Hanna Arlene
Adult Literacy Education: Current and Future Directions. An Update. Information Series No. 355.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 66p.; Update of ED 246 308.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Definitions; Educational Finance; *Educational Objectives; Educational Policy; Educational Research; Leadership; *Literacy Education; Politics of Education; Public

Economics; Educational Planning; Education Work Relationship; *Federal Aid; *Financial Support; *Human Capital; International Trade; Investment; Job Training; Labor Force; *Labor Force Development; Labor Supply; *Outcomes of Education; Postsecondary Education; Productivity; Secondary Education; Tax Allocation; Vocational Education

Educational performance has become a crucial element in the United States' capacity to prosper in a new global economy of fierce competition. In addition to the traditional question of how the educational system contributes to students' intellectual growth, a new question is being asked: How does the educational system contribute to national economic competitiveness? Two national competitiveness strategies are open. One is to compete on the basis of low wages, a path the United States is presently pursuing. The other strategy is to compete on the basis of higher wages, that is, the capacity to produce efficiently innovative high quality goods and services that can be sold with high enough margins to support higher incomes and profits. A key to the success of this strategy lies in a nation's ability to create and maintain a high-quality work force, the source of adaptability in a marketplace changing at an accelerated pace. The nation's leadership has not committed itself to giving education and training the required investment priority. Reasons given for not investing in education include the following: enough is already spent; education is a labor-intensive service; education is traditionally a state and local problem; more research is needed on how to improve educational performance; and administrators, teachers, and school boards resist change. Three possible sources for investment in education and training are taxes, borrowing, and shifting funds from the military budget to human resource investment. (YLB)

ED 354 408   CE 063 152

Rasell, M. Edith; Appelbaum, Eileen
Investment in Learning: An Assessment of the Economic Return.
PUB DATE- Dec 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; Continuing Education; *Early Intervention; Economic Development; Educational Benefits; Educational Economics; Educational Legislation; Educational Planning; Education Work Relationship; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; Females; Higher Education; High Risk Students; *Human Capital; International Trade; Job Performance; *Job Training; Labor Force; *Labor Force Development; Labor Supply; *Outcomes of Education; Postsecondary Education; Productivity; Salaries; Technological Advancement; Vocational Education
IDENTIFIERS- Return on Investment

Past investments in the U.S. work force--early childhood interventions, formal education, and training--have improved productivity and made important contributions both to the wages of individuals and to the growth of the economy. Excellent, comprehensive prenatal care, good nutrition, medical care, and intensive early childhood education programs would provide at-risk children with the resources needed to increase their chance to reach their full potential. Too often, society fails to provide these preventive programs and supportive services and must undertake more expensive and less effective corrective

*Secondary School Students; Sex Differences; Smoking; *Student Employment; *Substance Abuse; Trend Analysis

This study, based upon data collected during the 1991-92 academic year, is a follow-up and continuation of a study conducted during the previous 1990-91 academic year. The focus of the study is on substance use and this paper analyzes the responses of secondary school students who work. The 1992 study continued and supported the thesis that students who are employed during the school year are more susceptible to substance use than their non-working peers. This study was conducted using a 52-item survey questionnaire given in several individual school districts in a Midwestern suburban/rural setting. Secondary school students responded anonymously to the questionnaire resulting in a 1992 sample size of 5,639. Data results were analyzed using the Statistical Package for the Social Sciences (SPSS-X) Program. Strong results were established for both the 1991 (N=7,426) and 1992 (N=5,639) studies. The 1992 study found strong relationships between use of tobacco and student employment, and marijuana use and employment. Alcohol continued to be the drug of choice among substances used. Employed students were more likely to use cocaine and crack than not employed students. Results in the 1992 study again statistically linked use of other substances (such as depressants, hallucinogens, etc.) with student employment. Employed students were significantly more likely to have friends who use tobacco, alcohol, and other drugs than students who are not employed. Employed students generally received lower grades on report cards than those not employed. (ABL)

ED 354 426 CG 024 767

Today's Families and Today's Children: A Snapshot. Issue Briefs.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Rate; *Children; Demography; Divorce; Drug Abuse; Elementary Secondary Education; *Family (Sociological Unit); *Family Characteristics; Incidence; One Parent Family; Poverty; *Sociocultural Patterns; Trend Analysis
IDENTIFIERS- *National Education Goals

This report focuses on some of the changes that have taken place in the American family over the last several decades. In order to produce reform efforts that will achieve the six National Education Goals, communities need to understand how family life has changed in recent years and why the schools need to be redesigned to fit the way today's children and families live and work. First a statistical "snapshot" of today's families and today's children in given. Statistics, provided in bulleted and tabular form, are given in these areas: (1) marriage and divorce; (2) birth rate; (3) married couple versus single parent families; (4) parents' employment (labor force participation); (5) children in poverty and female-headed households; (6) educational achievement of parents and youth; and (7) drug use among high school seniors. Tables and graphs are provided in the appendix. (ABL)

ED 354 427 CG 024 768

Schools Free of Drugs and Violence. Questions and Answers on Reaching National Education Goal 6: "By the Year 2000, Every exchange. The report concludes that there must be continued research to assess the efficacy of prevention efforts and to communicate the process and the outcomes of successful prevention efforts. References are included. (ABL)

ED 354 445   CG 024 787

de Mesquita, Paul B.; And Others
Developing Support Networks To Reduce School Failure among At-Risk High School Students.
PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Dropout Prevention; Grade 9; *High Risk Students; *High School Freshmen; High Schools; Program Effectiveness; *Social Support Groups; *Transitional Programs

The transfer to a new school or grade has been identified as a typical transition period for students that is usually characterized by declining academic performance and increased absences. At the close of the 1991-92 academic year 26% of 9th-grade students in a large urban high school were failing 50% or more of their courses. A preventive network of student assistance programs was designed to increase the level of available student supports within the social environment of the school and thereby reduce the number of students experiencing failure. The preventive approach attempted to reach out to a cohort of transitioning 9th-grade students (N=67) considered to be at-risk for continued school failure and dropout. Intervention components included: technological support; student-centered support; instructional support; community-focused outreach; school governance; and teachers' professional staff development. During the course of the year 39% of the 67 students targeted for study withdrew from the high school to re-enroll elsewhere. Records show that as expected with the transition from middle school to high school attendance figures dropped for this group, resulting in an increase in absences from an 8th-grade average of 19.1 to a 9th-grade average of 22.26. Overall, an analysis of grades for all freshmen showed that the programmatic efforts resulted in a reduction in the incidence of freshmen failure from 26% to 14%.

ED 354 446   CG 024 788

Finch, Jessie; And Others
Selecting a Theory of Counseling: Personal and Professional Congruency for Counseling Students.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Theories; *Counselor Educators; *Counselors; *Counselor Training; *Graduate Students; Higher Education; Teaching Methods; Theory Practice Relationship

A procedure was developed to help counseling students define their beliefs about people and their behavior and thus help them to identify their personal counseling theory. Class discussion concerning congruency between personal and

NOTE- 32p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; Behavior Patterns; College Students; *Egocentrism; *Empathy; *Helping Relationship; Higher Education; Sex Differences

Theories about helping behavior have branched into two basic areas: egoistic and altruistic. Egoistic theories describe helping as being induced by sadness or distress; the Empathy-Altruism hypothesis contends that people help when they feel empathy for another in need. Fultz, Schaller, and Cialdini (1988) looked at the possibility that three emotions--sadness, distress, and empathy--may increase helping. The intent of this study was to demonstrate the occurrence of helping in a situation in which only empathy is evoked and therefore can be the only emotion to affect the helping response. College students (N=60) were randomly divided by an instruction set into either high or low empathy groups. These subjects were asked to listen to two radio programs and to evaluate them as part of a media evaluation task. After each tape, the student completed a media evaluation and an emotional response questionnaire. The first tape was used to obtain a emotional response baseline. The second tape presented a helping situation free of sadness and distress. The situation described a student, of the same gender as the participant who was raising money for an educational trip abroad by stuffing 25,000 envelopes for a fee of $1,500. Later each student was given an opportunity to stuff envelopes for the interviewee. There was no difference between high and low empathy instruction groups on self-reported empathic listening. However, female participants who reported listening empathically helped significantly more than those who did not. Their emotional response questionnaire scores showed no change in sadness or distress but a significant increase in empathy. Findings suggest that a situation free of sadness and distress can evoke empathy which is associated with greater helping among female subjects, offering partial support for the Empathy-Altruism hypothesis. (Author/ABL)

ED 354 465   CG 024 807

Francis, Barbara Joanne
The Impact of Maternal Depression on the Infant: Implications for Object Relations Development and Subsequent Clinical Sequelae.
PUB DATE- 11 Dec 92
NOTE- 81p.; Psy.D. Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Rearing; *Depression (Psychology); *Infants; *Mothers; *Parent Child Relationship; Research

In this paper the impact of maternal depression on infant behavior is evaluated through a review of current research. The following topics are discussed: (1) types of maternal depression; (2) impact of maternal depression on infant behavior; (3) attachment behaviors of infants with depressed mothers; and (4) the older child of a depressed mother, including toddler, preschool, school-aged, and adolescent children. Following this, comments and integration of research

Beginning a School Literacy Improvement Project: Some Words of Advice. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 16p.; For other booklets in this set, see CS 011 191-192.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; Instructional Effectiveness; *Instructional Improvement; *Instructional Innovation; Instructional Leadership; Jargon; *Literacy; Parent Participation; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Educational Issues

In response to the need for attention and support perceived by participants in a summer institute for building equity in early literacy, this booklet offers 12 pieces of advice for teachers and administrators trying to implement school literacy improvement plans. The advice presented in the booklet is: (1) do not be intimidated by other people's successes; (2) do not get caught in the "jargon" trap; (3) do not over-plan or over-organize; (4) avoid forms without functions; (5) consider the possibility that the people who resist your plan may have good reasons for doing so; (6) realize that parent involvement is a two-edged sword; (7) K.I.S.S.--keep it simple, stupid; (8) do not overlook the social and psychological needs of learners; (9) do not expect dramatic increases in test scores as a result of a new program; (10) be proud, as an educator, of who you are and what you do; (11) persuade teachers to change to developmental literacy programs (easier than is thought); and (12) remember that the saving grace of being an educator is that you get to start over every year. (RS)

ED 354 485 CS 011 191

Severeide, Rebecca C.
Promoting Developmentally Appropriate Practice through Teacher Self-Study. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 19p.; For the set of three booklets, see CS 011 190-192.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Peer Groups; Professional Development; *Self Evaluation (Groups); *Staff Development; Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- Facilitators; Professional Concerns; *School Culture

Advocating the creation of a school climate that allows staff to determine the match between their current practice and standards of excellence, this booklet describes a process and attendant conditions for conducting self-study, one such process that shows promise. Based on experience, the booklet offers several lessons about the self-study process for teachers in the early grades. The first category of lessons in the booklet focus on the common bonds that teachers of young children appear to share and what this suggests about the self-study process. The second category in the booklet revolves around the six critical areas of support needed to promote a position to set literacy policy, and used Statistics Canada data from a national adult literacy survey to critique some of these perceptions. Data for the first objective was gathered from a sample of 67 individuals representing a cross-section of educational and literacy policy-makers and advocates across Newfoundland and Labrador. Data for the second objective included direct measures of literacy and demographic information on a random sample of individuals living in Canada. Results indicated that the policy-makers: (1) cited most frequently the school drop-out rate as the cause of illiteracy; (2) believed that parental and home background educational resources were principal contributors to adult illiteracy; (3) believed that greater, more systematic, and higher quality effort and training in the area of adult literacy program development and services was the most promising way to increase the provincial literacy rate. Results of the Statistics Canada data indicated that Newfoundland and Labrador showed significantly lower literacy performance, and that significant differences existed between individuals who lived on different sides of the urban-rural continuum. Findings suggest that the needs and interests of rural residents in Newfoundland and Labrador have not been given the attention they deserve. (Three tables of data are included.) (RS)

ED 354 505 CS 011 214

O'Sullivan, Julia T.
Reading Beliefs and Reading Achievement: A Development Study of Students from Low Income Families. Report Number 6. Summary Reports of Paths to Literacy and Illiteracy in Newfoundland and Labrador.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 25p.; For reports 1-5, see CS 011 209-213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Low Income Groups; Parent Attitudes; *Reading Ability; Reading Achievement; *Reading Attitudes; Reading Comprehension; Reading Research; *Rural Education; Secondary School Students; *Sex Differences; Teacher Attitudes
IDENTIFIERS- *Newfoundland

A study investigated the effects of sex and grade in school on students' reading proficiency, students' beliefs about their reading, parents' beliefs about the students' reading, and teacher's beliefs about the students' reading. The study also examined causal relationships between student, parent, and teacher beliefs and students' reading proficiency. The subjects, 552 students in grades 3, 6, and 9 from very low income families in rural eastern Newfoundland (Canada), their teachers, and their parents. Students' reading comprehension was measured, and interviews were conducted with students, teachers, and parents. Results indicated that: (1) at each grade level, students had low mean scores on the standardized reading comprehension test, but their performance on teacher assigned grade was quite high; (2) at all grade levels, students and their parents had very positive beliefs about the students' reading, with teachers' beliefs considerably less optimistic; (3) female students had higher standardized test scores and higher teacher assigned grades than males; (4) compared to males, female students and their parents and teachers had much more positive beliefs about reading; (5)

DESCRIPTORS- *Case Studies; *Educational Research; Educational Trends; Elementary Secondary Education; English Instruction; Higher Education; *Ideology; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Teacher Researchers

Over the past few years, teacher research has become increasingly popular both as a movement and as an emerging field. Ideology plays a prominent and underestimated role in the group dynamics and activities of teacher research groups. Treatments of teacher research remain directed mainly at clarifying the content, the status, and the boundaries of the research practice engaged in by teachers. Treatments of the topic also often describe how teacher research contrasts with university research with regard to these elements. However, the differing ideologies of participants, especially in the areas of research, teaching/learning, and writing, have been little noted, despite the key place that these differences may hold in the overall project. A study was conducted which focused on one well-supported, university-affiliated teacher research group over a period of 2 years. The group was comprised of from 19 to 20 teachers representing a wide spectrum of grade levels. All on the high school and college level taught English. The concept of ideology was utilized to emphasize that beliefs about society, politics, and cognition are intimately bound up in the teacher researchers' different perspectives. Analysis of the ideological positions that developed within this teacher research group, along with the conflicts and interchanges among the participants, demonstrates that there are important divisions within the teacher research movement that are intellectually creative and socially important. Furthermore, educational progress does not demand homogenization of these differences. (Contains 29 references.) (HB)

ED 354 525 CS 213 690

Quirk, Barbara A.; Cianciolo, Patricia J.
The Study of Literature in a Fifth-Grade Classroom: One Teacher's Perspective. Elementary Subjects Center Series No. 83.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Childrens Literature; Classroom Research; Cooperative Learning; *Grade 5; Intermediate Grades; *Literature Appreciation; Questioning Techniques; Teaching Methods; *Teaching Styles; Thinking Skills
IDENTIFIERS- Aesthetic Reading; Michigan; *Response to Literature

A descriptive/observational study examined one teacher's approach to teaching literature in a heterogeneous, self-contained fifth-grade classroom in a growing suburban community in southeastern Michigan during one school year. The teacher (with 21 years experience) was selected by the Murray Hill School administrators and was observed once a week for 1.5 hours each time. Data included a teacher interview, conferences before and after classroom observations, field notes, audio tapes of each observed literature lesson, and interviews with and written and graphic response of six students. Results indicated that the teacher: (1) understood and valued the importance of exposing students to a variety of literary genre; (2) wanted students to understand that there were specific criteria and techniques to analyze literature; (3) emphasized in various ways that she thought literature should be valued for the aesthetic

Higher Education; *Preservice Teacher Education; Teacher Education Programs
IDENTIFIERS- *California State University Dominguez Hills; English Teachers

A high level of cooperation between teacher training institutions and the K-12 schools is necessary in today's society, with its myriad problems and possibilities not faced by the preceding generations. Today, many areas face a chronic shortage of teachers in certain crucial content areas, such as science and math. Intern or apprentice programs are trying to meet the needs by introducing people with little or no training to the teaching profession. California State University in Dominguez Hills is coping with the changes through three innovative programs involving networking and partnerships with schools, districts, businesses, community groups, and government agencies. The PORT Program for the recruitment of underrepresented ethnicities into education is one such attempt, and it is both complex and far reaching. Its major focus is the recruitment of interested participants in education and the training or retraining of individuals to become teachers. In addition, the pre-service program in English education has been expanded to work together with teachers to try and give students what they will need in the classroom. Thirdly, in cooperation with a local school district, the state, and various agencies, the university English department attempts to have a positive influence on a specific school program. Overall, when schools of education and K-12 schools work together cooperatively, greater success can be achieved. (HB)

ED 354 543   CS 213 718

Mouritzen, Gaye S.
Improving Writing Skills in Alternative High School English Classes through Writers' Workshops.
PUB DATE- 93
NOTE- 79p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Risk Students; High Schools; Instructional Effectiveness; Nontraditional Education; Teacher Role; Workshops; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Process Approach (Writing)

A practicum, in an alternative high school work setting, was designed to deal with the problem of a deficiency in the writing ability students needed to express themselves skillfully and adequately. The goal was to increase writing involvement and writing ability. The objectives included the organization of a writing program, the improvement of written communication for various purposes, an increase in writing participation and quality, and a lessening of writing apprehension with an increase in positive attitudes. The implemented solution centered on the initiation and operation of writers' workshops, utilizing process writing, modification of the teacher's role, student-centered classrooms, and student selection of topics and projects. The main idea in the workshop was for much writing to take place in an environment that encouraged participation, writing improvement, and risk-taking. This represented a start toward bringing needed change to the writing program of the school. The overall increase in writing quality was not documented, but a positive movement was seen in

Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Exchange; Cultural Interrelationships; Foreign Countries; Foreign Culture; Higher Education; *Intercultural Communication; *Small Group Instruction; *Speech Communication; Teacher Role
IDENTIFIERS- *Japan; Small Group Communication

The Japanese presence in the United States is growing rapidly in business and higher education. With many communication courses enrolling both Japanese and American students, the instructor is faced with a challenging opportunity: to institute course work in intercultural communication. However, when an intercultural course is not feasible, an emphasis on intercultural communication can be incorporated into the small group communication course. Instructors wishing to include intercultural materials should become familiar with current scholarship in the field. Three issues must be considered before planning the modifications for a course: (1) whether to use a culture-general or culture-specific approach; (2) the differing concepts of "group" in Japan and the United States; and (3) possible classroom activities and communication strategies to be emphasized. Culture-specific approaches, featuring a direct comparison of the two cultures, have merit. Japanese students often have some difficulty feeling comfortable as part of a group. This reflects the fact that Japanese and American assumptions about the structure, participation, and relationships in groups are quite different. Communication concepts worth emphasizing include ethnocentricity and stereotyping, Japanese-American differences, status, disclosure, decision-making strategies and conflict management. Adding an intercultural dimension to communication classes should be considered by all instructors of such courses. Twenty-four references and four appendixes (a questionnaire on stereotypes, a class activity on diversity, an assignment for small group communication, and a summary on conflict characteristics) are attached. (HB)

ED 354 564 CS 508 077

West, Terry L.; Pagano, Laura A.
Gender-Specific Language in Intercollegiate Debate: A Preliminary Investigation.
PUB DATE- Oct 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Debate; Discourse Analysis; Higher Education; *Language Attitudes; National Surveys; *Sexism in Language; Student Attitudes
IDENTIFIERS- Cross Examination Debate Association; Discourse Communities

A study examined the opinions of a substantial segment of the Cross Examination Debate Association (CEDA) community about gender exclusive language. Questionnaires were distributed at two large but diverse CEDA debate tournaments. A total of 180 adopting radically new approaches to leadership and to organizational design. Evidence is presented from detailed case studies undertaken in six secondary schools that are known to have made significant changes in their management structures and systems. The first section concerns the changing leadership context. The second section, on the "new organizations" outside education, details the key characteristics of leadership, empowerment and teams, customer orientation and quality, integrity, and response to change--topics explored in the context of secondary schools. Six schools are used to illustrate the abandonment of heroic leadership, an emerging trend of empowerment and teams, a concern with customers and quality, strong instructional leadership, fair and caring leaders, and empowerment for change. (Contains 28 references.) (RR)

ED 354 582 EA 024 543

Daresh, John C.
Mentoring Programs To Support Beginning School Leaders.
PUB DATE- Dec 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Colorado Association of School Boards (Colorado Springs, CO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership; *Management Development; *Mentors; Program Descriptions
IDENTIFIERS- *Colorado

Two trends have become issues for school management in recent years. One is that educational leadership is becoming increasingly a more complex and difficult job to carry out and the other is that an increasing number of people with little administrative experience are moving into educational roles. The implementation of local, school district-sponsored mentoring programs assists both experienced and beginning school leaders. During the past 4 years, staff from the Center for Educational Leadership at the University of Northern Colorado have been working with school systems across the nation in developing these mentor programs. A training model has been developed that consists of five domains related to the implementation of effective local mentor programs. These domains are: (1) orientation to mentoring; (2) instructional leadership; (3) human relations skills; (4) mentor process skills; and (5) local implementation issues. The paper concludes with the implications for Colorado school districts. (RR)

ED 354 583 EA 024 552

Mulholland, Lori; Amsler, Mary
The Search for Choice in Public Education: The Emergence of Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Principals for Our Changing Schools: The Knowledge and Skill Base.
PUB DATE- 93
NOTE- 573p.; For an earlier publication, see ED 326 953.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Basic Skills; Educational Administration; Elementary Secondary Education; Higher Education; *Leadership Training; *Principals; Professional Development; Theory Practice Relationship
IDENTIFIERS- *Knowledge Bases

This publication describes a new knowledge and skill base for use in a principal preparation program. These essential skills and knowledge encompass 21 "domains," which were defined in "Principals for Our Changing Schools: Preparation and Certification" (1990). The 21 domains, organized under 4 broad themes, blend the traditional content-driven curricula with leadership, management, and process skills. The first section on functional domains addresses the organizational processes and techniques by which a school's mission is achieved. These domains include leadership, information collection, problem analysis, judgment, organizational oversight, implementation, and delegation. The second section deals with programmatic domains, which focus on the scope and framework of the educational program. They include instruction and the learning environment, curriculum design, student guidance and development, staff development, measurement and evaluation, and resource allocation. Interpersonal domains, the topic of section 3, recognize the critical value of human relationships to satisfying personal, professional, and organizational goals. These include motivating others, interpersonal sensitivity, oral and nonverbal expression, and written expression. The fourth section examines contextual domains, which reflect the environmental context in which the school operates. These include philosophical and cultural values, legal and regulatory applications, policy and political influences, and public relations. The appendix lists development team members who contributed to the sections. References accompany each section. (LMI)

ED 354 602 EA 024 658

Matthews, Kenneth M.; And Others
Local Wealth and Teachers' Salaries in Pennsylvania.
PUB DATE- Mar 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Income; *Property Taxes; School District Spending; *Tax Effort; Taxes; *Teacher Salaries
IDENTIFIERS- *Pennsylvania

Findings of a study that examined the relationship between Pennsylvania teachers' salaries and local wealth are presented in this paper. Statistical analyses of 491 Pennsylvania school districts involved regression, t tests, and chi square.

DESCRIPTORS- *Access to Education; *Cost Effectiveness; Educational Quality; *Elementary Education; Foreign Countries; *Information Dissemination; *Information Management; *Organizational Communication; Program Effectiveness; Time Management
IDENTIFIERS- *Nepal

A seminar assessed the status of primary education in Nepal. "Efficiency Issues in the Primary Education System in Nepal" (I. P. Upadhyay) examined the causes and consequences of efforts to expand access to primary education in a resource-efficient manner. "Current Perspectives on Educational Efficiency" (David Chapman) highlighted various indicators of two types of efficiency: (1) internal, the use of resources within the system; and (2) external, the effects of education on social development. "Improving the Quality of Teaching and Learning in Primary Schools" (Gajendra (Man Shrestha) noted that enlarging access is inadequate without improvements in the quality and accountability of programs. "Increasing the Efficiency of Primary Education: Research and Planning Priorities" (Tirtha Bahadur Manandhar) offered research priorities in cost issues and dropouts, and made specific policy recommendations. "Report on the Education Management Information Systems in Nepal" (Madhup Dhungana) summarized the Ministry of Education's development of an Education Management Information System and made recommendations for future guidelines. "Building an Information System for Efficiency Improvement" (Jerry Messec) considered steps to enhance the efficiency of information systems and use. "Future Steps Toward the Improvement of Efficiency in Basic and Primary Education" (John Mayo) assessed the potential for fruitful policy reforms to enhance efficiency in Nepal's basic and primary education. Finally the concluding statement lists the main points regarding primary education in Nepal, primary teacher training, an education information system, and a research agenda. (TEJ)

ED 354 621 EA 024 689

Chapman, David W.; And Others
Teacher Incentives in the Third World. Research Reports.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Dec 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Incentives; Job Satisfaction; Junior High Schools; Rewards; *Teacher Administrator Relationship; Teacher Behavior; *Teacher Effectiveness; *Teacher Morale; Teacher Motivation
IDENTIFIERS- *Botswana; Third World

Declining school quality is one of the most serious problems facing Third World countries--particularly in Africa. Economic constraints limit opportunities to enhance teacher morale and performance even while upgrading teachers has become the central component of most efforts to reverse educational decline. While the most powerful incentives clearly tie direct compensation to the performance of the target behavior, resource limitations prompted increased interest in low-cost incentives. Kemmerer suggests that performance is directly linked to the quality and quantity of: (1) remuneration; (2) instructional support; (3) instructional supervision; (4) training; and (5) career opportunities. A sixth influence relates to the degree of community support for teachers and

(NCATE) and by learned societies that hold institutional membership in NCATE. NCATE has developed broad criteria in the areas of relationships with graduates and relationships with schools. Criteria developed by the Council for Exceptional Children, which is the learned society for special education, focus on continuing interaction with consumers and student involvement in curriculum decision making. An association is made between the NCATE requirements and the learned society's guidelines, to assist those engaged in the accreditation review process. Methods typically used to collect follow-up data include interviews with graduates, supervisors of those graduates, school and human services administrators who employ those graduates, and other relevant community professionals. Questions posed usually focus on: adequacy of program of study; professional development; continuing institutional support; reactions to graduates; and continuing relationship to institution, school, and community. The paper concludes that the information base on the follow-up of graduates of professional education programs is scant, but some promising suggestions of ways in which colleges and universities might follow up on their recent graduates can be found in recent literature. (Contains 17 references.) (JDD)

ED 354 639 EC 301 806

State Emergency Certification Provisions: Results of a 1990 Survey. Information Bulletin #43.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; *Disabilities; Elementary Secondary Education; National Surveys; *Special Education Teachers; *State Standards; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Emergency Teacher Certification

This survey of 37 state special education administrators found that 78 percent have implemented emergency certification procedures designed to address critical staff shortages in special education. Over three-quarters of the states with emergency certification procedures issue such certificates for only 1 year, and renewal is contingent upon completion of appropriate coursework. In almost one-third of the states with emergency standards, individuals must already have a valid teaching certificate to obtain an emergency certificate in another area, while in an additional 21 percent of the states, the individuals must hold a valid teaching certificate and have completed coursework leading to the proper certificate. Only two states allow emergency certificates to be issued to persons who have not completed a bachelor's degree. Emergency standards tend to be applied uniformly across grade levels, handicapping conditions, and type of personnel. A table presents, by state, the major features of each state's emergency certification program and indicates the minimum qualifications or prerequisites for obtaining emergency certification. Solutions to the problem of personnel supply and demand in special education are noted. (JDD)

ED 354 640 EC 301 807

Berkeley, Terry R.

framework for project management to mobilize the resources necessary to conduct the surveys; (2) administer surveys with target groups; (3) analyze data in accordance with the project's evaluation plan objectives; (4) plan, prepare, and present reports of project findings; and (5) use survey results to modify or expand programs and services. Appendices provide management schema, an organizational chart, job descriptions, administrative items concerning data collection, and a detailed interviewer's guide. (JDD)

ED 354 657 EC 301 827

Swartz, Daniel B.
Perceptions & Attitudes of Male Homosexuals from Differing Socio-Cultural & Audiological Backgrounds.
PUB DATE- May 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Children; Adults; Advocacy; *Attitudes; Clubs; *Cultural Context; Cultural Differences; Cultural Influences; *Deafness; *Hearing Impairments; *Homosexuality; Interpersonal Relationship; Males; Parent Child Relationship; *Self Concept; Sexual Identity
IDENTIFIERS- Disabled Parents

This study examined four male homosexual, sociocultural groups: normal-hearing homosexuals with normal-hearing parents, deaf homosexuals with normal-hearing parents, deaf homosexuals with hearing-impaired parents, and hard-of-hearing homosexuals with normal-hearing parents. Differences with regard to self-perception, identity, and attitudes were noted among groups, based on a mailed questionnaire. Respondents included 33 normal-hearing, 19 deaf, and 7 hard-of-hearing homosexuals, for a total of 59. Data indicated that hard-of-hearing homosexuals had the most positive attitudes and perceptions, while hearing and deaf male homosexuals of homogeneous familial backgrounds reported more negative attitudes and perceptions. Hearing homosexuals appeared less content with their love lives and relationship status than deaf homosexuals. Hearing gays and deaf gays with deaf parents showed the most confusion and negative feelings about their sexuality. On the whole, deaf homosexuals had a more positive image of themselves than did hearing homosexuals. A greater percentage of deaf homosexuals belonged to gay advocacy clubs and organizations, indicating the existence of a gay sub-culture within the deaf culture. The "Conclusions" section discusses education-related findings on pages 53-55. Other findings concern religious affiliation, time required from first suspicion of homosexuality to actual acceptance, first sexual experience, and attitudes toward and knowledge about AIDS (Acquired Immune Deficiency Syndrome). (Contains approximately 40 references.) (JDD)

ED 354 658 EC 301 828

Swartz, Daniel B.
A Comparative Study of Sex Knowledge among Hearing and Deaf College Freshmen.
PUB DATE- May 92
NOTE- 206p.; Master's Thesis, Loyola College in Baltimore.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

Cooperation; Regular and Special Education Relationship; Resources; *Severe Disabilities; Social Integration; Speech Pathology; *Speech Therapy; Student Evaluation; *Training Methods; Workshops
IDENTIFIERS- Augmentative Alternative Communication; *Kentucky

Training modules are presented for speech-language pathologists developing communication programming for Kentucky students with severe, profound, and multiple handicaps. The modules were developed for use in 2-day workshops that specifically deal with communication strategies to enhance opportunities for increased participation and integration for these students in home, school, and community settings. The document begins with an introduction describing the training workshop design and a discussion of workshop goals and philosophies. The modules cover assessment of communicative functions, identification of communicative intent of aberrant behaviors, strategies for expanding students' communicative repertoire, incidental language instruction and techniques for promoting communication in natural contexts, provision of instruction in integrated school and community settings, development of augmentative systems, the use of switch interfaces, and consultation with classroom teachers and parents. Appendixes contain: workshop agenda; workshop evaluation forms; plan of action form for implementation of workshop strategies for a selected student; observational assessment and intervention planning form; case studies; sources for equipment and materials; a list of related agencies and resources; a list of professional organizations; and a list of state documents and related training projects. (JDD)

ED 354 678 EC 301 855

Hudson, Melissa E., Ed.; Kleinert, Harold, Ed.
Curriculum Process and Model Local Catalogs for Students with Moderate and Severe Handicaps. Revised. Kentucky Systems Change Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; *Daily Living Skills; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Job Skills; Leisure Time; Models; Recreational Activities; Self Care Skills; *Severe Disabilities; Skill Development; *Student Educational Objectives
IDENTIFIERS- *Kentucky

This curriculum was developed to fulfill the need for a longitudinal, community-referenced curriculum for students in Kentucky with moderate and severe handicaps that could provide the basis for programming from the elementary level through completion of a student's school career. The curriculum consists of guideline chapters on how to use this curriculum process; a sample local catalog for primary students and one for intermediate/secondary students; and a master curriculum containing a master set of instructional objectives across both the primary and secondary levels and across the four instructional domains. The guideline chapters explain the local catalog curriculum approach and its limitations; discuss retains some aspects of the system set forth in the eighth (1983) edition, but departs from previous editions in the following ways: (1) it attempts to express the changing understanding of what mental retardation is; (2) it formulates what ought to be classified as well as how to describe the systems of supports that people with mental retardation require; (3) it views mental retardation as an expression of the interaction between the person with limited intellectual functioning and the environment; and (4) it extends the concept of adaptive behavior from a global description to specification of particular adaptive skill areas. Rather than requiring subclassification into four levels of a person's mental retardation (mild, moderate, severe, and profound), the system subclassifies the intensities and patterns of supports systems into four levels (intermittent, limited, extensive, and pervasive). Following presentation of the definition of "mental retardation," the theoretical basis of the definition is discussed. Four dimensions are then addressed in diagnosing, classifying, and determining the needed supports of a person with mental retardation: intellectual functioning and adaptive skills, psychological/emotional considerations, physical/health/etiology considerations, and environmental considerations. Applications of the classification system to education, adult services, social policy, and legal matters are also discussed. (Contains over 200 references.) (JDD)

ED 354 696 EC 301 881

Noonan, Mary Jo; McCormick, Linda
Early Intervention in Natural Environments: Methods and Procedures.
PUB DATE- 93
NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Educational Practices; *Environmental Influences; Evaluation Methods; Federal Legislation; Group Instruction; Individualized Education Programs; Infants; Instructional Development; Naturalistic Observation; Preschool Education; *Teaching Methods; Teamwork; Toddlers; Transitional Programs
IDENTIFIERS- Individualized Family Service Plans; Individuals with Disabilities Education Act; *Natural Learning

This guide provides precise, detailed descriptions of empirically validated best practices to promote learning in infants and young children with disabilities. It is designed to be a practical and comprehensive, easy-to-read introductory methods text that addresses the fundamental issues associated with implementing the legislative mandates of the Individuals with Disabilities Education Act. The text is organized according to key concepts, functions, and arrangements in the early intervention process. The chapters focus on: (1) an introduction to the history of early intervention perspectives and policies; (2) teaming skills and strategies, and basic premises and procedures for service coordination; (3) infant assessment processes and development of the Individual Family Service Plan; (4) preschool assessment and development of the Individualized Education Program; (5) guidelines for implementation of a naturalistic curriculum model; (6) generic instructional procedures; (7) specialized methods in the basic

(141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Applied Linguistics; *Artificial Intelligence; Classroom Techniques; *Computational Linguistics; Computer Literacy; *Computer Software Development; *Computer Software Evaluation; *Machine Translation; *Spanish; Teaching Methods; Written Language
IDENTIFIERS- Southern Illinois University Edwardsville

This report on machine translation contains a brief history of the field; a description of the processes involved; a discussion of systems currently in use, including three software packages on the market (Teaching Assistant, Translate, and Globalink); reflections on implications for teaching; observations of results obtained when elements of machine translation were introduced in the classroom; and an appendix that provides addresses of machine translation companies. (KM)

ED 354 716 FL 020 500

DeLorme, R. Stuart, Ed.; And Others
WPEL: Working Papers in Educational Linguistics, Spring 1992.
PUB DATE- 92
NOTE- 87p.; For individual papers, see FL 020 501-505. For Volume 8, Number 2, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aymara; Bilingual Education Programs; College Students; Cultural Pluralism; English; Higher Education; Interlanguage; Japanese; *Language Research; Language Standardization; *Linguistics; *Linguistic Theory; Native Speakers; Phonology; Quechua; Spelling; Stress (Phonology); Uncommonly Taught Languages
IDENTIFIERS- Andean Languages

The purpose of this periodical publication is to present works in progress by students and professors (generally based on research carried out at the University of Pennsylvania) on topics ranging from speech act analysis and classroom discourse to language planning and second language acquisition. Papers in this volume include the following: "Inequality in Language: Taking for Granted" (Dell Hymes); "Standardization in Andean Languages" (Rodolfo Cerron-Palomino); "Language, Thought, and Culture: Combining Bilingual/Multicultural Education" (Tom Meyer); "Orthography in the Target Language: Does It Influence Interlanguage Phonology?" (Kira Ogorodnikova); and "Stress in Japanese English: Evidence from Native Perceptual Judgements" (Brian D. Teaman). (JL)

ED 354 717 FL 020 501

Hymes, Dell
Inequality in Language: Taking for Granted.
PUB DATE- 92
NOTE- 31p.; For serial issue from which this paper is analyzed, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Languages; Communication (Thought Transfer); Finnish; Foreign Countries; *Language Patterns; *Language Variation; *Linguistic Theory; Oral Language; *Tenses (Grammar); Uncommonly Taught Languages

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Cloze Procedure; *Coherence; College Students; English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; Language Research; *Reading Comprehension; *Reading Difficulties; Science Education; Second Languages; *Technical Writing; Writing (Composition)
IDENTIFIERS- *University of Botswana

A study looks at two broad issues: (1) the relationship between sentence sequence and 'coherence' in writing of academic discourse in a second language; and (2) identification of likely areas of difficulty for second-language readers. Two approaches to the diagnosis of coherence problems, using experimental manipulation of sentence orders in paragraphs or extended text, are discussed. One involves reconstruction of a text from scrambled sentences, and the other looks at changes in sentence order on cloze test performance. The study used one of these approaches, the reconstruction of text, to investigate student ability to reconstitute original sentence orders for each of 6 paragraphs from a science textbook. Subjects were 49 University of Botswana science students; none were first-language speakers of English. Results indicate that students had problems with contrast relationships, sometimes leading to misrepresentation of original meaning. Other anomalies often concerned the order of old and new information. Few problems were found with level of generality. Implications for reading difficulties are examined briefly. A brief bibliography and the texts used, with synopses, are appended. (MSE)

ED 354 740 FL 020 937

Budge, Carol
Plural Marking in Hong Kong English.
PUB DATE- Apr 89
NOTE- 10p.; For the serial issue from which this paper is analyzed, see FL 020 934.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Chinese; *English (Second Language); Foreign Countries; *Language Patterns; Language Research; *Language Variation; *Nouns; *Plurals
IDENTIFIERS- *Hong Kong; Singapore

A study investigated patterns in plural marking in the English spoken in Hong Kong, largely as a second language. It focused on the effect of three types of prenominal morphemes: (1) those that are neutral with respect to plurality (e.g., "other, certain"); (2) modifiers indicating the noun should be marked for plural (e.g., "one of the, all, fewer"); and (3) the modifiers "some, any." The results suggest that the Hong Kong English speaker tends to mark plural where there is some semantic reminder that the noun is to be so marked, especially where the reminder is strong or unambiguous. Two additional factors appeared to play a part in plural marking. One was separation of the noun from the plural-indicating marker, and the other was a specific phonological environment, the ending of the stem form in the voiceless alveolar fricative (/s). Examination of secondary material supported these findings. Possible influence of the background language (Chinese) is discussed and similar findings for Singapore English are examined. (Contains 13 references.) (MSE)

ED 354 303 CE 062 906

Smith, Clifton L.; Rojewski, Jay W.
School-to-Work Transition: Alternatives for Educational Reform.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; *Career Choice; Career Guidance; Cooperative Education; *Educational Improvement; *Education Work Relationship; *Employment Opportunities; Experiential Learning; High Schools; Noncollege Bound Students; Program Improvement; School Business Relationship; *Transitional Programs; Unemployment; *Work Experience Programs

Schools do a very poor job of preparing noncollege-bound youth to make the transition from high school to employment and adult life. A lack of formalized transition systems compounds the problems that many noncollege-bound youth encounter as they try to obtain meaningful, career-sustaining employment in primary labor markets. Various instructional alternatives can prepare students to make the transition from school to work: transitions for special populations, paid employment preparation/transition alternatives (such as apprenticeship, cooperative education, and entrepreneurship), and nonpaid employment preparation and transition alternatives (such as internships and practica, community-based volunteering, tech prep, mentoring, and simulations, shops, and labs). A synthesis of these preparation alternatives resulted in the identification of six key components that are needed for successful school-to-work transition programs: (1) coordinated, nonfragmented provision of appropriate services; (2) strong education-business partnerships resulting in paid work experiences; (3) relevance in the learning process through linkage of instruction and work; (4) early and continuing career counseling and guidance; (5) program accountability to students and community; and (6) a wide range of career/employment options available upon completion of transition services. Four desired outcomes for participants of transition programs are as follows: connecting theory with practice, developing personal and career maturity, gaining personal awareness, and attaining professional insight. (Contains 61 references.) (Author/KC)

ED 354 304 CE 062 977

Practical Nursing Curriculum Guide. Including the Expanded Functions of I.V. Therapy and LPN Management. Invest in Success.
PUB DATE- Mar 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Education; Allied Health Occupations Education; Competency Based Education; Curriculum Development; Educational Research; Job Analysis; Job Performance; *Job Skills; *Management Development; *Nurses; *Nursing Education; Nursing Homes; Occupational Information; Postsecondary Education; *Practical Nursing; State Curriculum Guides; State Programs; Statewide Planning; Task Analysis
IDENTIFIERS- Idaho; *Intravenous Therapy

Under the Idaho state system for curriculum development in

National Curriculum Framework. The mastery learning instructional strategy assumes that most students can successfully master the course objectives given varying amounts of time and instructional resources. Two sites of the MarkEd program were studied, one in the first year of implementation and one in the third year of implementation. Interviews with students, former students, teachers, administrators, and MarkED staff were conducted, along with literature review and observations over a period of 6 months. Two case studies were constructed along with a cross-case analysis. Data were analyzed primarily by using a pattern-matching technique with patterns from the emerging data compared to patterns from the literature and a pilot study. The information gained from the study is a detailed picture of the actual practice of the use of the mastery learning strategy in marketing education classrooms participating in the MarkED Model Program. The study found that although there are a few problems associated in implementing the strategy, the mastery learning strategy and the concepts of the MarkED Model Program provide opportunities for most students to achieve at mastery levels. (The cross-case analysis is included in this report. There are 13 references.) (Author/KC)

ED 354 321 CE 063 020

Bloom, Nelda
Curriculum Development and Instructional Planning.
PUB DATE- Sep 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; *Curriculum Development; Curriculum Guides; *Educational Improvement; *Educational Planning; Postsecondary Education; Program Development; Program Implementation; *Technical Education; Vocational Education
IDENTIFIERS- DACUM Process; *Tulsa Technology Center OK

The Tulsa Technology Center's Curriculum Department led the institution's staff in developing a competency-based occupational curriculum for the district. The process of curriculum development involved planning, developing, implementing, and evaluating the instruction within the district. The process was designed to provide a total district instructional system, including program examination, review charting, assessment of area needs, implementation, tracking, audiovisual selection, instructional planning, and testing. Although the process met some resistance at first, especially when presented in large groups, more enthusiasm was generated when instructors met with curriculum developers. After the curriculum guide for one course was developed, it was easier for all those involved to appreciate the process and to cooperate more fully in developing other areas of the curriculum. The model curriculum that was developed allows all instructors to follow an accepted format and campus administrators to implement a standardized curriculum in order to improve instruction throughout the district. (A glossary of terms used in the curriculum development process is included in the report.) (KC)

ED 354 322 CE 063 021

conducting the study, over 50 projects conducted by USAID from 1973 to 1989 were reviewed. Twenty-four of these were selected for intensive review, and two as case studies. Chapter I is an introduction which explains the purpose of the study, sources of information, definitions and the organization of the report. Chapter II outlines the issues surrounding investment decisions in VET and presents a framework for formulating vocational training policy based on consideration of two critical factors--implementing context and project complexity. Chapter III examines formal and nonformal training alternatives, focusing on benefits and implementing requirements. Chapter IV discusses how to improve training quality. It focuses on the key elements of training at the operational level--management development, instructional staff, and instructional resources. Next, it examines requirements of the overall training system in which individual programs operate. Chapter V analyzes benefits and constraints of each type of available funding: general public revenues, payroll taxes, user fees, and student loans. Chapter VI summarizes findings and conclusions. It offers recommendations for investment choices, with particular emphasis on the Latin American and Caribbean region, and provides guidelines for strengthening project design, with emphasis on improving quality and sustainability. Appendixes contain 127 references, a cursory review of 24 projects in VET, and 2 indepth case studies of projects in Honduras and Jamaica. (YLB)

ED 354 338 CE 063 047

Bell, Thomas P.
Curriculum Guidelines for the Communication Technology Area of Technology Education Teacher Preparation Programs.
PUB DATE- Dec 92
NOTE- 26p.; Paper presented at the National Association of Industrial and Technical Teacher Educators Research Session at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; Curriculum Design; Curriculum Development; *Curriculum Evaluation; Delphi Technique; Educational Research; Guidelines; Higher Education; *Instructional Material Evaluation; Postsecondary Education; Secondary Education; *Teacher Education; *Technology Education; Validity

A study developed and validated a set of curriculum guidelines for the communication technology area of teacher preparation programs in technology education. The initial curriculum guidelines were established through personal interviews with three groups of professionals: five technology education teacher preparation professionals, five communication technology professionals, and five state and local technology education supervisors. Interview data were edited and analyzed for content. A list of 20 curriculum guidelines was generated and used as the initial curriculum guidelines from which the Delphi panel experts evaluated their importance. The Delphi panel consisted of 12 identified experts in both communication technology and technology education teacher preparation. Rounds were conducted by postal service and electronic mail. A change of less than 15 percent in ratings between Delphi Round One and Delphi Round Two was determined to indicate stability. Research findings were presented to the panel of three experts for a general picture of the status of tech prep programs in the United States and learning about tech prep programs for at-risk students. A literature review focused on three areas: definition, background, and philosophy; characteristics and categories of at-risk students; and link between tech prep programs and at-risk populations. A survey was developed and mailed to 354 institutions in the United States. After a second instrument was mailed as a follow-up, a total of 200 institutions responded. Thirteen sites were selected for follow-up through case study observations. Findings showed that most tech prep programs were at the planning stage. The Perkins Act provided the skeletal form for all programs. Tech prep would take many forms but have a core of formal articulation agreements; core curriculum of math, science, technology, and communication; counseling component; and 2 2 program design. Primary clients had not been identified. Programs were building from established connections between educational institutions. A very positive aspect was the connection among faculty. The middle school was the beginning point for most programs; postsecondary institutions were passive in their involvement. No models had emerged. Barriers were similar to those faced by any innovation. As currently practiced, tech prep did not address the needs of at-risk students well. (Appendixes include 65 references and survey instrument.) (YLB)

ED 354 357　　　　CE 063 075

Chambers, Dorothy; McDonald, Sara
Birmingham Public Schools' Infant Care Training Project: A Learning Center for Teenage Mothers.
PUB DATE- Dec 93
NOTE- 5p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Career Development; *Child Caregivers; Child Care Occupations; *Child Rearing; *Early Parenthood; Economically Disadvantaged; *Educational Counseling; High Risk Students; Job Skills; Job Training; Nontraditional Education; Occupational Home Economics; *Parenthood Education; *Parenting Skills; Pregnancy; Secondary Education; Youth Problems
IDENTIFIERS- Birmingham Public Schools AL

Established in 1989, the Birmingham (Alabama) Public Schools' Infant Care Training Project is an essential component of the Ensley Young Mothers' program, an alternative program for pregnant teenagers. Approximately 250 pregnant students aged 12 to 18 enroll voluntarily in the program each school year. Approximately 90 percent are economically disadvantaged. After the birth of her baby, the student transfers back to 1 of the system's 10 high schools or 18 middle schools. Support services include a full-time obstetric nurse, school counselor, tutoring, parenting education, comprehensive high school education, modified physical education, home study, and community service referrals. Through the vocational component, the project assists the student in securing entry-level job skills as an infant care aide, strengthening parenting skills, and accessing infant care in order to complete her education. The project provides day care services in the Infant Care Center, which serves as a laboratory extension of the Infant Care Services Course. Intervention strategies used to increase the ability of this at-risk student population to secure to take account of the current idea that the role of the school is to provide children with the basic competencies and attitudes on which broad-based qualifications can be built and the foundation laid for later training and retraining for employment. Vocational education must be restored to a place in the scheme of things as one of the broad options youth are encouraged to consider. The centerpiece of European strategy for the remaining 1990s must be to widen access to and participation in continuing education and training throughout working life. Although the traditional functions of higher education are more needed now than in the past, an organized and much more deliberate commitment to continuing education and training and lifelong learning must become a centrally recognized task of higher education. (YLB)

ED 354 374 CE 063 101

Crovella, Janiece A.
Development of an Inservice Training Program for Health Care Professionals Working with Pediatric Patients To Increase Awareness of Needs and Concerns of Such Patients.
PUB DATE- 92
NOTE- 59p.; Master of Science Practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; Communication Skills; *Hospital Personnel; *Medical Services; On the Job Training; *Outcomes of Education; *Pediatrics; Postsecondary Education; Program Effectiveness; *Staff Development; Workshops

Because hospitalization is often a frightening and traumatic experience for children and their families, a practicum designed a system of inservice training experiences for hospital personnel. These experiences were intended to enhance or develop skills that would assist them in addressing the needs and concerns of hospitalized children and their families. The practicum was conducted in a 286-bed, private acute care medical center. Issues addressed included needs and concerns of ill children, communication skills, separation anxiety, pain management, and preparation for procedures. Methods of presentation included written materials and clinical supervision. The plan was implemented within one hospital department as a prototype program. Results of the practicum indicated positive changes in staff behaviors and an increase in the level of staff comfort in working with pediatric patients. (Appendixes to the report include employee sample surveys concerning needed workshops addressing pediatric issues, current department practices, and staff level of comfort. A sample evaluation form is also included.) (Contains 14 references.) (Author/KC)

ED 354 375 CE 063 105

Levitan, Sar A.; Gallo, Frank
Jobs for JOBS: Toward a Work-Based Welfare System. Occasional Paper 1993-1.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employment Programs; Federal Legislation;

Policy; Staff Development
IDENTIFIERS- *Family Literacy; *Workplace Literacy

A great deal of attention has been focused on adult literacy by policy makers, employers, unions, and government. An by policy makers, employers, unions, and state and federal government. An and values related to literacy. The National Literacy Act of 1991 has the potential to develop an essential long-term infrastructure. Some basic questions must be addressed. What is literacy? The definition has evolved from simple reading and writing to literacy in social settings. Literacy education varies depending on whether literacy is viewed as skills, as tasks, as social and cultural practices, or as critical reflection and action. Who has power in literacy education? Learner participation ranges from teachers depositing information into students' minds to learner-centered instruction in which students participate in developing materials to participatory literacy efforts in which students share power and responsibility for curriculum development, instruction, and program management. What is the purpose of literacy education? Literacy can be used for individual social mobility or for community development and social change. Individually oriented and community-oriented approaches vary depending on which view of literacy underlies them. A number of issues should be considered: policy and leadership, developing and supporting the literacy work force, work and literacy, literacy skills for women and families, and learner assessment and program evaluation. The prevailing view of literacy as a short-term crisis undermines efforts to build a supportive infrastructure. Adult literacy education is growing and evolving, moving from a narrow view of literacy as discrete skills to a richer understanding of the relationship between literacy, culture, and people. (Contains 130 references.) (SK)

ED 354 392   CE 063 132

Calder, Judith, Ed.
Disaffection and Diversity: Overcoming Barriers for Adult Learners.
PUB DATE- 93
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Adult Education; *Adult Learning; Adult Students; Distance Education; Dropout Attitudes; Educational Certificates; Evaluation Methods; Foreign Countries; Higher Education; Minority Groups; *Nontraditional Education; Open Education; *Student Alienation; Student Attitudes; *Student Certification; *Student Evaluation; Success
IDENTIFIERS- United Kingdom

This book identifies the major new developments in the provision of education and training for adults and examines the ideas, developments, and strategies currently being used in the light of the particular needs of disaffected adult learners. (Disaffection refers to feelings of estrangement, lack of trust, feelings of inadequacy, anger, and perception of lack of relevance to self in relation to either past or current experience of education and training.) Four papers in Section 1 deal with access issues: "Disaffection and Access" (Roger Harrison); "Adult Access to Higher Education" (Malcolm Tight); "The Experience of Black Minority Students" (Eva Stina Lyon); and "Local Provision: An Oxfordshire Case Study" (Brenda actions. Formal education has made a major contribution to U.S. economic performance and productivity growth. Educated workers are more skilled and can do their jobs more effectively. This leads to better job performance and higher earnings for individuals and to higher productivity and economic growth for society. Higher earnings may reflect other factors, however, such as family background, innate ability, and employer hiring preferences. Education is also a source of technological change and innovation. Employer-provided training has the largest effect in increasing earnings--larger than vocational and technical institutes or other forms of off-the-job training. Employer-provided training also reduces turnover and unemployment. If U.S. firms are to be organized as high performance work organizations, women and minorities, who will be the majority of new entrants to the labor force, must be guaranteed access to training. (Contains 230 references.) (YLB)

ED 354 409 CE 063 156

What You Can Do for Your Country.
PUB DATE- Jan 93
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; Adults; Citizen Participation; Community Involvement; *Community Services; Elementary Secondary Education; Employment Potential; Federal Legislation; Higher Education; Individual Development; Older Adults; Program Development; Program Implementation; *Public Service; Social Responsibility; *Social Services; Student Volunteers; *Volunteers; Youth; *Youth Programs
IDENTIFIERS- *National and Community Service Act 1990; *National Service

This report characterizes the current state of community service in the United States, discusses actions the Commission on National and Community Service has taken, and sketches some alternatives for the future. An executive summary presents the main themes of the report. Chapter 1 describes the promise of national and community service for the country. Chapter 2 covers the context of national and community service--recent developments in the field and policy arena, including the National and Community Service Act of 1990, as well as the establishment and early actions of the commission. Chapters 3, 4, 5, and 6 discuss community service in the four main areas of commission responsibility as defined by the Act: school-age young people (Subtitle B, Part I), higher education (Subtitle B, part II), youth corps (Subtitle C), and national service models (Subtitle D), respectively. Each of these chapters follows the same format: introduction to the promise of community service in the chapter's subject area, description of the situation at the time the commission was established, outline of the commission's early actions, and a view of the way forward by suggesting goals. Chapter 7 describes what a well-developed network of community service opportunities might look like and how the country might develop one. Views of three commission members, Wayne Meisel, George Romney, and Jane A-Kenny, are appended. (YLB)

ED 354 410 CE 063 160

Stem, David
Combining School and Work: Options in High Schools and Two-Year Colleges.

School in America Will be Free of Drugs and Violence and Will Offer a Disciplined Environment Conducive to Learning." Resource Document.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Elementary School Students; Elementary Secondary Education; Prevention; School Policy; Secondary School Students; *Substance Abuse; *Violence
IDENTIFIERS- America 2000; *Drug Free Schools; *National Education Goals 1990

Questions and answers on reaching National Education Goal 6 are presented in this document. The six National Education goals for the year 2000 are stated, followed by the America 2000 strategy. The introduction briefly discusses substance abuse and school violence. The document presents questions and answers on these topics: (1) What is a drug-free school? (2) What is a violence-free school? (3) How can it be determined how severe the drug and violence problem is? (4) How can the use of drugs in school be prevented? (5) What should be included in the school's policy on violence and drugs? (6) Should the policy address alcohol and tobacco? (7) What do teachers need to know to combat alcohol and drug use and violent behavior? (8) How are students best taught about drugs and alcohol? (9) What role should parents play? (10) How should the community be involved? (11) Where can schools be found that have been successful in reducing drug use? (12) How can colleges and universities help? (13) What statistics are available on drug use, school crime, and violence among students? (14) What Federal resources are available for anti-drug and violence efforts? (15) Are there requirements to be met before receiving federal funds? and (16) How will schools measure progress in addressing Goal Six? An appendix lists schools recognized by the Drug-Free School Recognition Program and Regional Representatives of the Secretary of Education. (ABL)

ED 354 428 CG 024 769

Burkholder, Janiece
Pumsy in Pursuit of Excellence and Self-Concept of Second Grade Students.
PUB DATE- 24 Aug 92
NOTE- 77p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Counseling Effectiveness; Elementary School Students; *Grade 2; Primary Education; *Program Effectiveness; *School Counseling; Self Concept; *Self Esteem
IDENTIFIERS- Pumsy in Pursuit of Excellence

This practicum evaluated the effects a self-esteem program, Pumsy in Pursuit of Excellence, which was implemented by the elementary school counselor with second grade students (N=65). Forty-five second grade students comprised the control group. The Pumsy in Pursuit of Excellence Units include: (1) Pumsy Decides; (2) If Only Things Were Different; (3) I Can't Stand It! (4) I'm No Good; (5) It's Not My Fault; (6) Why Didn't It Work; (7) But What If I Say No; and (8) Pumsy Helps Friend. The independent variables investigated were participation status, gender, family structure, and Chapter 1 reading status. The dependent variables were posttest scores from the following professional beliefs is the result of using this procedure. Practicum students are expected to be familiar with a variety of theories. It has been observed that when students are asked to select their personal theory many either blindly select or claim a theory practiced by a strong faculty member. Choosing a theory involves a synthesis of academic information along with a person's own view of people and the factors that affect their behavior. In this procedure students first identify their theory as they believe it to be and then respond to 50 statements by either agreeing or disagreeing. In using this procedure with over 200 persons it was found that more persons than not were congruent with the theory originally indicated. When this teaching procedure was used in classes, it stimulated much discussion among the students. This discussion was used to either reinforce the theory that the student professed or to help determine if the student was actually practicing another theory. Students who were both personally and professionally congruent expressed more confidence than neophyte counselors. Non-congruent students were helped to look at the differences between their beliefs and their practice. A copy of the theory study guide instrument is attached. (ABL)

ED 354 447 CG 024 789

Jenkins, John M.
Advisement Programs: A New Look at an Old Practice.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Services; *Faculty Advisers; *School Counseling; Secondary Education; *Secondary School Students; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Advisory Approach

Student advisement in secondary schools is discussed in this booklet. Chapter 1 introduces the topic of student advisement, presents the history of advisement, describes the National Association of Secondary School Principals (NASSP) Model Schools Project, and presents a rationale for advisement. Chapter 2 lists 5 teacher adviser responsibilities and lists 10 objectives which can give vision to a successful advisement program for a middle level or secondary school. Chapter 3 discusses the need for advisement. Chapter 4 focuses on personalized education. It includes a depiction of a model of personalized education which consist of diagnosis, prescription, instruction, and evaluation. Chapter 5 discusses the four major areas which define advisement and represent key activities of teacher advisers: adviser-advisee relationships; adviser-staff interactions; adviser-parent contacts; and advisory group activities. Chapter 6 discusses the logistics of advisement, including assignment of students; who should advise; scheduling; roles; inservices; and recordkeeping. Chapter 7 presents descriptions of seven exemplary programs. Chapter 8 summarizes the benefits of advisement and contends that when advisement is incorporated into a total school program, student achievement increases, attitudes toward school improve, and discipline problems decrease. The appendix includes the Teacher Adviser Handbook. (ABL)

ED 354 448 CG 024 790

Cobbs, Charles R.; Enger, John M.
Teacher Ratings and Achievement Measures of At-Risk Adolescent

findings are briefly given, and a final section provides a detailed look at theoretical considerations. In this section, several variables relevant to depression are examined, particularly that of the mother's psychological health; a presentation of the healthier "depressed" mother and the more disturbed "depleted" mother offers a perspective based on the concepts of Melanie Klein. An integration of research and theory is then introduced using the analytic formulations of D. W. Winnicott, examining the sequelae of parenting by a depressed mother who may be inadequate, or not "good enough." Overall, it is found that research on the effect of maternal depression on infant behaviors presents a consistent portrayal of a mother who lacks the ability to appropriately respond to her infant. The review concludes with the hope that answers to questions about the effect of maternal depression on infant emotional development will be found through further research and clinical inquiry which will provide a deeper understanding of the enduring impact of certain maternal depressions on infants. (Contains 69 references.) (Author/ABL)

ED 354 466 CG 024 808

Nario, Michelle R.; Branscombe, Nyla R.
Imagining Better or Worse Outcomes by Changing Victim or Assailant Behaviors.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL May 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Criminals; *Rape; *Victims of Crime
IDENTIFIERS- *Blame

Whether satisfaction or dissatisfaction is experienced is a function of the type of comparisons against which the outcome is evaluated. Something appears good because it seems better than something else. This study examined the consequences of downward comparisons, or worse-world counterfactuals involving evaluations of both the victim and assailant in the context of a rape scenario. Male and female subjects (N=106) were randomly assigned to one of four conditions. They simulated these outcomes: worse for the victim because of her own actions; worse for the victim because of the assailant's actions; worse for the assailant because of his own actions; or worse for the assailant because of the victim's actions. After reading identical event information, subjects who imagined how a victim might have made the outcome worse for her assailant increased the blame assigned to her. This is in comparison to scenarios in which subjects imagined how the assailant's own actions might have made the outcome worse for himself. The specific function of downward comparisons is hypothesized to be contingent upon the nature of the comparison and its relationship to the actual event consequences. (ABL)

ED 354 467 CG 024 809

Mirsalimi, Hamid; Roffe, Michael W.
Psychosocial Correlates of Burnout and Depression in HIV Counselors.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English

professional and reflective climate: (1) offering real reasons to participate; (2) building trust slowly through meaningful work; (3) providing administrative support; (4) providing ongoing support for peer facilitators; (5) tapping into outside resources; and (6) building in reflection time. The booklet highlights these lessons, offering practical advice about the process to those who wish to engage in a guided self-study. Annotated lists of five additional readings and five self-study documents are attached. (RS)

ED 354 486 CS 011 192

Pace, Glennellen
Making Decisions about Grouping in Language Arts. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 32p.; For other booklets in this set, see CS 011 190-191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Organization; *Classroom Environment; Constructivism (Learning); Cultural Pluralism; Decision Making; Elementary Education; *Grouping (Instructional Purposes); *Holistic Approach; *Language Arts; Literacy
IDENTIFIERS- *Educational Issues

Noting that a list of individual student to whole class configurations and a set of activities are inadequate, this booklet argues that the question of how to organize classrooms for learning in the language arts is complex. The booklet argues that decisions about time, space, materials and resources, and student grouping must flow from an understanding of: (1) holistic/social-constructivist views of learning; (2) the conditions under which language and literacy learning take place; (3) literacy definitions of the 21st century; and (4) the instructional implications of cultural pluralism in classrooms in light of democratic ideals and equity issues in a diverse society. The booklet summarizes highlights from the literature on each of the four areas; discusses and provides examples of time- and space-use, and selection of materials and resources; discusses grouping practices grounded in current perspectives; and provides examples of grouping and of instruction that enhance group work processes. An annotated list of 9 resources for further study and 17 references are attached. (RS)

ED 354 487 CS 011 193

Richmond, Mark G.; And Others
The Role of the Writing/Reading Connection in Reading Instruction in the Jones County, MS School System.
PUB DATE- 13 Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Elementary Education;

younger children held more positive beliefs about reading than older students; (6) at every grade level, students' beliefs about reading influenced their reading performance directly and significantly; and (7) students' beliefs were heavily influenced by the beliefs of their teachers and especially their parents. (Ten tables and six figures of data are included; 16 references are attached.) (RS)

ED 354 506 CS 011 215

Cope, Jim
Exploring the Reading Development of 12th-Grade Georgia High School Students through Reader Autobiographies.
PUB DATE- 15 Mar 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Autobiographies; Grade 12; High Schools; High School Seniors; Reading Ability; *Reading Attitudes; Reading Material Selection; Reading Research; *Student Attitudes
IDENTIFIERS- *Georgia; *Reading Motivation

A study examined how students developed as readers from their own point of view. Reader autobiographies and questionnaires were collected from 272 advanced, general, and basic level 12th-grade high school students from a variety of high schools in the state of Georgia. In addition, three students who were characteristic of the three types of readers (avid, lukewarm, and nonreader) were interviewed. Results indicated that: (1) avid readers had the most positive attitudes toward reading followed by lukewarm readers and then nonreaders; (2) factors that spurred extrinsic and intrinsic motivations to get students to read were interesting reading materials, summer reading clubs and book fairs, being read to, free reading, and the desire to acquire life knowledge; (3) avid readers were also motivated by assigned readings; (4) factors that caused lukewarm and nonreaders to be turned off to reading were assigned reading and being forced to read aloud in class; and (5) the main reason subjects did not read was that they were too busy with other activities. (Ten tables of data are included. Contains 44 references.) The questionnaire is attached. (RS)

ED 354 507 CS 213 623

Walker, Kenneth H.
The Wordsmith in Academe: Publications Editing for Colleges and Universities.
PUB DATE- 91
NOTE- 58p.; Published by the University of Massachusetts at Amherst, Publications Office.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Editing; *Editors; *Higher Education; Proofreading; *Publishing Industry; *Scholarly Journals; *School Publications; Writing for Publication
IDENTIFIERS- Academic Discourse; *Editor Role; Professional Concerns; Text Factors

This manual deals with publications editing for institutions of experience it offers; (4) often asked the students to engage in creative writing activities; (5) helped students develop collaborative learning skills; and (6) chose reading materials of keen interest to students. However, results also indicated that the teacher did not appear to help students recognize the criteria and techniques for determining the merits of a literary selection, and that the teacher appeared to need assistance in learning about the role that questioning plays in eliciting higher order thinking, especially critical aesthetic response to literature. (A group advertisement for one of the books read and several semantic webs are included; seven professional references and 16 children's literature selections are attached.) (RS)

ED 354 526 CS 213 691

Cianciolo, Patricia J.; Quirk, Barbara A.
Teaching and Learning Critical Aesthetic Response to Literature: An Instructional Improvement Study in Grades K-5. Elementary Subjects Center Series No. 75.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Critical Thinking; Elementary Education; *Instructional Improvement; Literature Appreciation; *Reader Response; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Aesthetic Reading; Collaborative Research; Lansing School District MI; *Response to Literature

Designed to improve the teaching and learning of critical aesthetic response to literature, a 2-year collaborative study involved 20 teachers, 2 university-based researchers, and approximately 300 elementary school students in the Lansing, Michigan, area. The study examined aspects of the teachers' understanding of the theory and their practices pertaining to some crucial issues that affect this approach to literature. The issues examined included: the nature of literature and of critical thinking, critical aesthetic response to literature, and assessment procedures). Major objectives of the study were: (1) to help students become acquainted with all types of literature; (2) to create an environment in which literature is valued and enjoyed for the aesthetic experience it offers; and (3) to create an environment in which literature is valued and enjoyed for the varied and valid uses one can make of it. While all of the teachers taught some aspect of critical aesthetic response to literature, individual teachers chose different kinds of literature and encouraged different aspects of response. Results indicated that: (1) through the study and implementation of questioning techniques and through the activities they chose, the students learned to verbalize more precisely their responses to literature; and (2) critical aesthetic development consists of a very gradual acquisition of insights about the aesthetic aspects of a literary selection. The study concluded that elementary school students, even those in kindergarten and first grade, are quite capable of learning how to respond critically aesthetically to literature. (Six tables of data are included; 21 professional references and a 70-item children's literature bibliography are attached.) (RS)

ED 354 527 CS 213 694

the lower section of the assessment range. More time may be needed to show an increase. The degree of participation, the amount of work accomplished, and the improvement in many attitudes was refreshing. The idea of a safe environment was fulfilled, and much writing took place with the students beginning to assume ownership of their own work and their learning. (Two tables of data are included; 38 references, a questionnaire, and a perception survey are attached.) (Author/RS)

ED 354 544 CS 213 719

Caswell, Donald
Writing for Impact: Successful Approaches to Common Writing Situations.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; Business Education; *Business Skills; Editing; Writing (Composition); Writing Processes; *Writing Strategies
IDENTIFIERS- Professional Writing; Text Design; *Writing Contexts

Most people dread sitting down to write, but the job becomes easier when certain writing strategies are followed. Most bad writing results from a lack of planning, not a lack of writing skills. Before determining the main point of a piece of writing, the writer should determine the purpose and audience. First, determine what needs to be achieved by a piece of writing. Three questions should be answered about the purpose: (1) What should the reader think? (2) What should the reader feel? and (3) What should the reader do? Next, the proper audience must be identified. A major difference between a specific professional audience and the general public will greatly affect what is written. The next move is to organize the ideas to be communicated in descending order of importance, with the main point coming first. Since most professional people are quite busy, the message should be kept to a minimum and unnecessary fluff avoided. Various graphic design tricks, such as headings, bullets, numbers, and white spaces, can be used to emphasize important points and to make the message more memorable. Finally, writers should be ready to try using imaginative writing which makes the reader become more actively involved with the communication process. Sensory images, for example, help to achieve such an objective. Writing is hard work for everyone, but following such a plan will greatly reduce the unpleasant aspect of it. (A list of editing tips and examples of wordiness are attached.) (HB)

ED 354 545 CS 213 721

Stroble, Elizabeth J.
"Now You Know What Your Students Will Be Feeling": Reflections from Teacher Education Students' Portfolios.
PUB DATE- Oct 92
NOTE- 14p.; Paper presented at the Miami University "New Directions in Portfolio Assessment" Conference (Oxford, OH, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

usable surveys were returned to the 390 distributed. Survey respondents (112 men, 66 women) included 134 undergraduate debaters, 27 coaches, and 19 hired judges. Results indicated that: (1) a majority of respondents recognized instances of gender exclusive language occurring in debate rounds often or frequently; (2) there was moderate agreement that debaters should avoid extemporaneous or prepared use of gender exclusive language; (3) large segments of the debate community believed that gender exclusive language was either an insignificant issue, or an acceptable practice; (4) a statistically significant difference was found between the views of men and women regarding gender exclusive language in CEDA; (5) there was greater concern over gender exclusive language among more experienced participants; and (6) a solid majority of respondents were opposed to any draconian or punitive measures in response to gender exclusive language. Findings suggest a large-scale lack of sensitivity toward gender exclusive language in academic debate. (Seventeen tables of data are included. Contains 15 references.) (RS)

ED 354 565 CS 508 078

Winsor, Jerry L.
Ethical Questions in an Unethical World.
PUB DATE- Oct 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Ethical Instruction; *Ethics; Higher Education; *Values Education
IDENTIFIERS- Curriculum Emphases; *Educational Issues; Public Interest

This paper examines relevant issues of ethical value development in higher education in general and communication studies in particular. To accomplish this, the paper discusses: (1) the need for attention to ethics in the American culture; (2) selected issues relating to teaching ethical values in university courses; and (3) suggestions as to how to move from values-neutral education to proactive values-added education for communication classes and for other disciplines. Forty references and a working list of ethics centers are attached. (RS)

ED 354 566 CS 508 080

McPherson, Mary B.; Kearney, Patricia
Classroom Embarrassment: Types, Goals, and Face Saving Strategies.
PUB DATE- Oct 92
NOTE- 45p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Communication Research; Higher Education; *Student Reaction; *Teacher Behavior; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Communication Behavior; *Communication Strategies;

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Public Education; Public Schools; *School Choice; School Personnel; *School Restructuring; School Support
IDENTIFIERS- *Charter Schools; *Grant Maintained Schools (Great Britain); Minnesota

A major alternative in school choice is the concept of charter schools: public schools delivering public education and using public dollars, but organized by individuals or groups, not school boards, and operating legally as private, nonprofit organizations or cooperatives. This paper explores the charter school as another option in the search for choice. The development of the charter school concept for American schools is outlined. A definition of charter school distinguishes it from a regular school in a number of ways including its purpose, who organizes it, its accountability, and its funding. A discussion of current models of charter schools looks at design and implementation issues. The document deals briefly with the Minnesota experience, policy concerns, charter schools legislation in 10 other states (including 4 far western states), and local and federal responses to charter schools. British grant-maintained (GM) schools are outlined, and their differences with charter schools are explained. The politics of GM schools and the effects they have on British education are also described. (Contains 25 references.) (RR)

ED 354 584 EA 024 562

Nihlen, Ann S.
Schools as Centers for Reflection and Inquiry: Research for Teacher Empowerment.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; *Educational Cooperation; Elementary Education; Ethnography; Institutional Cooperation; *Professional Development; *Qualitative Research; *Teacher Improvement; *Theory Practice Relationship
IDENTIFIERS- Teacher Empowerment; *Teacher Researchers

This paper describes an ongoing case study of how a group of teachers are becoming researchers and what this means for their classrooms and the professional development school where they work. A collaborative teacher development program was implemented in Dickinson Elementary School of Albuquerque (New Mexico) which serves a mobile and mixed ethnic community. In phase 1, a group of teachers in the school worked with graduate students enrolled in a university ethnography class to formulate research questions and to engage in ethnographic inquiry. In the second phase, a collaborative, onsite course was taught at the school that helped teachers use qualitative research methods in their classrooms. A year-round professional development school is now in place. Findings indicate that teachers learning to be researchers: learn to see research as praxis and develop their understandings of the world; learn the language of research and critical analysis; and develop true collaborative relationships. The next step is to understand how subordinate student groups are silenced in their schools. University professors in colleges of education must join with school teachers in rethinking and reforming the pedagogy in

Findings indicate that two factors had a statistically significant impact on local teacher salaries: (1) the salaries paid to teachers in contiguous districts, and (2) local wealth. However, higher property wealth or higher income per pupil alone had no significant effect on local teacher salaries. Teacher salaries appear to be affected by a balance of several factors: regional markets (salaries paid in contiguous districts); the local tax base (property wealth per pupil); tax paying ability (personal income per pupil); and the willingness of local boards to pay higher salaries. Two figures and three tables are included. (Contains 7 references.) (LMI)

ED 354 603 EA 024 659

Daresh, John C.; Playko, Marsha A.
Benefits of a Mentoring Program for Aspiring Administrators.
PUB DATE- Feb 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; Leadership Training; Management Development; *Mentors; *Principals; *Professional Development

Findings of a study that determined the benefits of mentoring as part of an administrator preparation program are discussed in this paper. In-depth interviews were conducted with nine practicing administrators, who worked directly with aspiring administrators who served as candidates in one cycle of the Danforth Foundation Program for the Preparation of School Principals. Mentors reported that they derived considerable personal satisfaction from participating in the program and identified the ability to "be a teacher again" as one of the most satisfying aspects. Contact with aspiring administrators exposed mentors to ideas from other school systems and to recent research. Finally, mentors viewed their mentoring role as an affirmation of their professional competence. Findings suggest that the mentoring role may be inherently satisfying and provide inservice education to practitioners. (Contains 12 references.) (LMI)

ED 354 604 EA 024 660

Matthews, Kenneth M.; And Others
Helping Teachers Motivate Students: Sixteen Case Studies (With Reports on 34 Other Studies in Process).
PUB DATE- 13 Feb 93
NOTE- 96p.; Portions of this paper were presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *Instructional Improvement; *Professional Development; Secondary School Teachers; Staff Development; *Student Motivation; *Teacher Expectations of Students; Teacher Influence; *Teacher Student

school reform. To improve teachers' satisfaction and performance, Botswana initiated a major reform of junior secondary education. To assess its effectiveness, classroom observations were conducted of 549 teachers in 50 classrooms. Teacher satisfaction is related to the quantity of training and the degree of instructional supervision, community support, and career opportunities. The most direct incentive, housing, appears unrelated to satisfaction. A paradox for school reformers is that increased job satisfaction may not improve performance or student achievement, because satisfied teachers may resist efforts to change. (40 endnotes) (TEJ)

ED 354 622 EA 024 693

Bobbitt, Sharon A.; And Others
Public and Private Elementary and Secondary Education Statistics: School Year 1992-93. Early Estimates.
PUB DATE- Dec 92
NOTE- 27p.; For the 1991-92 statistics, see ED 341 726.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Catholic Schools; Comparative Analysis; Early Childhood Education; Educational Finance; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; *Enrollment Projections; Expenditure per Student; Government Publications; High School Graduates; National Surveys; *Private Schools; *Public Schools; School Funds; *School Statistics; School Surveys; Secondary School Teachers; State Departments of Education; State Government; Tables (Data); Teacher Student Ratio

The estimates in this publication are key statistics reported early in the 1992-93 school year. They include the number of students in membership, teachers, and high school graduates for public and private elementary and secondary schools, and total revenues and expenditures for the operation of public elementary and secondary schools. The public school estimates consist of three kinds of data: preliminary actual counts for individual states; estimates derived by the states for the National Center for Education Statistics (NCES); and imputed values developed by NCES using a combination of state-specific and national data. Private school early estimates are based on a national probability sample of private schools surveyed in fall 1992. The highlights of the report include the following estimates for the 1992-93 school year: (1) total student membership in all the nation's schools (public and private) is estimated to be 47.6 million students; (2) 2.5 million students are expected to graduate from high school; (3) there are 2.5 million public school teachers; (4) and the cost of public education is $5,372 per student. Data are presented in 13 tables. Technical notes explain the data collection and estimation processes. (MLF)

ED 354 623 EA 024 694

Hoffman, Charlene M.
Federal Support for Education, Fiscal Years 1980 to 1992.
PUB DATE- Feb 93
NOTE- 49p.; Some tables in appendices contain small print that may not reproduce well in paper copy. For the previous edition, see ED 340 749.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical

Special Education Certification Survey of the States, Summer 1990. Information Bulletin #45.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Disabilities; Early Childhood Education; Educational Trends; Elementary Secondary Education; Gifted; National Surveys; *Special Education Teachers; Special Needs Students; State Departments of Education; *State Standards; *Teacher Certification; Trend Analysis; Vocabulary
IDENTIFIERS- *Noncategorical Special Education Teacher Cert

This information bulletin presents data collected from 41 state education agencies concerning categorical and noncategorical certification of special education teachers. Part 1 is a state-by-state profile of the certification of special education and related services professionals that serve students with special needs. Each state listing provides information on areas of certification, other special education teacher approvals, other special education personnel reported, and name and address of a contact person. Part 2 examines trends in the data provided, such as the use of terminology and changes in certification practices for specific disabilities. A preface analyzes the data, finding that only 4 states (of 41 responding) reported truly noncategorical certification, while 20 considered their certification to be noncategorical but issued certificates in some specific areas, and the other 17 respondents specified categorical certifications. Of the states that reported, early childhood special education is issued as a separate certification in 21 states. (JDD)

ED 354 641 EC 301 808

Digest of Standards for the Accreditation of Personnel Preparation Programs of Nationally Recognized Special Education and Related Services Organizations.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 90p.; For related documents, see EC 301 809-811.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Certification; College Faculty; Curriculum; Deafness; *Disabilities; Elementary Secondary Education; Eligibility; *Evaluation Criteria; Governance; Higher Education; Occupational Therapy; Physical Therapy; Professional Associations; *Professional Education; *Program Evaluation; Psychology; Resources; School Psychologists; Social Work; Special Education; Special Education Teachers; Speech Therapy; *Standards; Student Characteristics; Teacher Certification; Teacher Characteristics; Teacher Education; Therapists

This digest summarizes the professional standards for accreditation of personnel preparation programs developed by seven organizations concerned with special education and related services. The seven organizations include the: American Occupational Therapy Association, American Physical Therapy Association, American Speech-Language-Hearing Association, DESCRIPTORS- College Freshmen; College Students; Comparative Analysis; *Deafness; Higher Education; *Knowledge Level; *Sexuality; Test Validity

This study was designed to determine whether there are disparities in sex knowledge between hearing college freshmen at the University of Maryland (N=75) and Loyola College in Baltimore (N=128) and deaf college freshmen at Gallaudet University (N=38). The Sex Knowledge Inventory was administered along with the Knowledge portion of the Sex Knowledge and Attitude Test. The Sex Knowledge Inventory measured knowledge of such topics as masturbation, homosexuality, reproduction, birth control, anatomy and physiology, sexual intercourse, and AIDS (Acquired Immune Deficiency Syndrome). Analysis revealed that the Sex Knowledge Inventory is a valid instrument for assessing sex knowledge in both hearing and deaf populations. Data collected demonstrated that deaf college freshmen lag behind hearing college freshmen in nearly every aspect of sex knowledge examined. Appendixes describe subject recruitment and provide copies of instruments used and project approvals. (Contains approximately 130 references.) (JDD)

ED 354 659 EC 301 829

Siegel, Shepherd; And Others

Career Ladders for Challenged Youths in Transition from School to Adult Life.

PUB DATE- 93

NOTE- 164p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Career Education; Career Ladders; Classroom Techniques; Curriculum; *Disabilities; *Education Work Relationship; Employment Programs; *Lesson Plans; Program Implementation; Secondary Education; Secondary School Students; Supported Employment; *Teaching Methods; *Transitional Programs

This book is a "how-to" volume on implementing a career ladder program for challenged youths in transition from school to adult life. It presents an approach to career exploration, training, placement, and ongoing development that coordinates career-oriented activities with classroom activities. The core of the program is the community classroom, which is a 3-hour, semester-long, daily work experience in which 5 to 15 interns work throughout the business operations at a single work site, under the incrementally decreasing supervision of an on-site isntructor. The first chapter is an exposition of six principles key to the program's success. Chapter 2 outlines the mechanics of managing a community classroom, which introduces the work world in a way that gives the transition from school to work a tangible and meaningful expression. Chapter 3 presents the curriculum that accompanies the community classroom experience, including lesson plans for an entire semester. Chapter 4 describes the individualized and ongoing services made available to enhance vocational outcomes. This chapter also calls for a reform of day-to-day service delivery and challenges the overall format of social service delivery. Chapter 5 describes activities that will enable a staff to develop a community-based vocational training program, through development of host sites where a community classroom will be allowed to establish itself and offer on-site training. The volume concludes with a review of the legislative background of selection of priority activities for inclusion on the individualized education program; and offer suggestions on developing programs using basic skills in the context of age-appropriate priority activities. The two local catalogs are then presented, with each listing functional, age-appropriate activities typically engaged in by nonhandicapped peers across the four life domains: domestic, community/school, recreation/leisure, and vocational. Lists of sample short-term objectives are then provided, organized by domain. Appendixes contain a parent interview form, a peer survey form, and checklists of skills and activities. (JDD)

ED 354 679 EC 301 856

Smith, Pamela D.
Integrating Related Services into Programs for Students with Severe and Multiple Handicaps. Kentucky Systems Change Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delivery Systems; Educational Practices; Elementary Secondary Education; Individualized Education Programs; *Integrated Activities; Interdisciplinary Approach; *Multiple Disabilities; Occupational Therapy; Physical Therapy; Preschool Education; Program Administration; Program Implementation; *Pupil Personnel Services; *Severe Disabilities; Staff Development; Staff Role; Teacher Role; Teamwork
IDENTIFIERS- *Kentucky; *Transdisciplinary Approach

This document provides information regarding the coordination of services in educational settings to address the complex needs of students in Kentucky with severe and multiple handicaps, ages 3 to 21. The first section outlines the role of related services in educational settings. The second section describes various team models of service delivery, with emphasis on the transdisciplinary team approach. The third section describes quality program indicators related to transdisciplinary service delivery and integrated therapy, with suggestions on how to implement these in educational settings. These indicators include block scheduling; assessments for programming purposes; embedding of related services objectives into individualized education programs; integrated service delivery; integrated adaptations; consultation, training, and role release; and information exchange and team meetings. The final section discusses administrative issues related to implementing transdisciplinary services, with suggested staff development activities. Appendixes provide transdisciplinary teaming forms, a team activity on defining administrative barriers to implementation, a list of training resources, a list of 20 additional readings, and a list of organizational and print resources on occupational and physical therapy services. (Contains 16 references.) (JDD)

ED 354 680 EC 301 857

Kleinert, Harold L.; And Others
Quality Program Indicators Manual for Students with Moderate and Severe Handicaps. Kentucky Systems Change Project.

skill domains of communication, social development, physical development, and self-care; (8) naturalistic teaching approaches and procedures, including data collection strategies; (9) planning and implementation of group instruction; (10) environmental arrangements to promote interaction and independence; (11) service delivery models and program management; and (12) important transitions in early childhood and procedures to facilitate smooth transitions. (Contains over 500 references.) (JDD)

ED 354 697 EC 301 882

Howard, Elizabeth
Handbook for High School Teachers: Staff Development on the Topic of Constitutional Government.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- Sep 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Civil Liberties; Civil Rights; Classroom Techniques; Cloze Procedure; Constitutional Law; *Cooperative Learning; Current Events; High Schools; Inservice Teacher Education; Instructional Materials; Local Government; Mainstreaming; Secondary School Teachers; *Social Studies; *Special Needs Students; Staff Development; Teacher Developed Materials; Teaching Guides; Transparencies
IDENTIFIERS- *Bill of Rights

This handbook was developed out of a series of seminars to provide inservice staff development on teaching about the Constitution and the Bill of Rights to high school students with and without special needs. Preliminary information gives background for supervisors of such staff development seminars and lists principles of effective staff development. Instructional materials developed for use with students having special needs are then illustrated. A section on cooperative learning describes this approach to integrating students with and without disabilities. It defines cooperative learning; identifies differences between cooperative and traditional learning groups; presents an agenda of activities for the cooperative learning seminar segment; and explains two activities, one involving cloze techniques for reading comprehension and the other a demonstration of making transparencies from magazine pictures. Objectives and learning activities are presented to help students learn about: (1) legal rights; (2) voting; (3) what is happening in the real political world; and (4) local government. Appendices provide masters for reproduction and a list of seminar participants. (Contains 14 references.) (DB)

ED 354 698 EC 301 883

Lerro, Marc
HIV & AIDS Prevention Guide for Parents.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 92
NOTE- 17p.; Blue ink on blue paper lacks contrast.
LANGUAGE- English

IDENTIFIERS- *Conversational Analysis; Native Americans;
  *Pennsylvania (Philadelphia)

Social meaning includes evaluation of languages themselves. Linguists often say all languages are equal. This is true in regard to potential, not true of actual state. All varieties of language share with pidgins and creoles the condition of being the result of a particular history of use, specialization, elaboration, and loss. A conversational narrative from northeastern Philadelphia is analyzed, showing implicit interlocking patterns of a kind pervasive in Native American languages of the Columbia River and found as well in song texts of the Finnish Kalevala tradition. The role of tense alternation is detailed. Such patterning adds to what can be known of universal properties of discourse. It can enhance respect for disregarded languages and varieties, and, for Native American texts, be a form of repatriation. Members of narrative communities can share in such analysis; indeed, much that linguists discover and take for granted can be liberating for those to whom it is unknown. Such knowledge, what can be called "elementary linguistics," should be part of general education. (Author/JL)

ED 354 718 FL 020 502

Cerron-Palomino, Rodolfo
Standardization in Andean Languages.
PUB DATE- 92
NOTE- 14p.; For serial issue from which this paper is analyzed, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aymara; Foreign Countries; *Grammar; *Language Standardization; *Phonology; *Quechua; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Andean Languages; Neologism

This paper discusses current efforts to standardize the two major Andean languages: Quechua and Aymara. The difficulties in gaining consensus on standardizing phonology, grammar, and lexicon are highlighted. Specific recommendations are offered on how to deal with neologisms, and a proposal is made for the creation of a pan-Andean entity to resolve the issue of standardization. (JL)

ED 354 719 FL 020 503

Meyer, Thomas
Language, Thought, and Culture: Combining Bilingual/Multicultural Education.
PUB DATE- 92
NOTE- 12p.; For serial issue from which this paper is analyzed, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; *Classroom Research; *Cultural Differences; *Cultural Pluralism; *Curriculum Development; Elementary Education; Elementary Schools; Ethnography

This paper argues for the development of a new type of combined bilingual and bicultural/multicultural program or curriculum based on recent research. Some issues concerning bilingual

ED 354 741 FL 020 938

Foo, Rebecca W. K.
A Reading Experiment with L2 Readers of English in Hong Kong--Effects of the Rhetorical Structure of Expository Texts on Reading Comprehension.
PUB DATE- Apr 89
NOTE- 15p.; For the serial issue from which this paper is analyzed, see FL 020 934.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Students; Discourse Analysis; Engineering Education; *English (Second Language); *Expository Writing; Foreign Countries; Higher Education; High School Graduates; *Language Patterns; Language Research; *Reading Comprehension; Recall (Psychology); *Rhetoric; Structural Analysis (Linguistics)
IDENTIFIERS- *Hong Kong

A study investigated three issues: (1) differences between two types of rhetorical organization of expository text (problem-solution pattern and collection-of-descriptions pattern) in the reading recall of second-language readers; (2) differences between the two types on reading recall of readers at two levels; and (3) relationship between the ability of second-language readers to recognize and use the top-level rhetorical organization of an expository text and the amount of information recalled from the text. Subjects were 40 students, 20 secondary-school leavers and 20 second-year university engineering students in Hong Kong for whom English is a second language. Two versions of a passage with identical content, one with each type of rhetorical organization, were used. Each text was read by half of each group. Recall of the passages was tested. Results suggest that the rhetorical treatment of propositions in a text influences recall, and that the problem/solution pattern is more effective. However, no difference was found in recall results at the different student levels. The findings have implications for classroom instructional approaches and selection of student texts. A 38-item bibliography and the two text versions are appended. (MSE)

ED 354 742 FL 020 939

Newbrook, Mark
Quis Custodiet...? Errors in Guides to English Usage for Hong Kong Students.
PUB DATE- Apr 89
NOTE- 15p.; For the serial issue from which this paper is analyzed, see FL 020 934.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *English (Second Language); *Error Patterns; Foreign Countries; *Grammar; *Language Patterns; Language Research; Language Usage; *Reference Materials; *Study Guides
IDENTIFIERS- *Hong Kong

A discussion of guides to English usage intended for Hong Kong speakers of English as a Second Language offers general comments on such guides, often written in Chinese and less commonly written in English, and more specific comments on one guide, written in English. The latter guide was analyzed for vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. The first part of this guide contains a curriculum for instruction of practical nurses who are eligible to sit for the license examination upon successful completion. The task list for this course groups 102 occupational skills or tasks with enabling objectives by 21 modules: use verbal and written communications; demonstrate legal and ethical responsibilities; participate in the nursing process; apply principles of infection control; provide bio-psycho-social support; describe human anatomy and physiology; provide emergency care; perform comfort and safety functions; apply principles of nutrition; assist with activities of daily living; perform special nursing procedures; apply principles of pharmacology; apply principles of human growth and development; provide care for patients receiving intravenous therapy and for maternal/newborn, pediatric, operative, medical/surgical, geriatric, and rehabilitation patients; and demonstrate employability skills. The second part of the guide contains a curriculum for licensed practical nurses (LPNs) who will provide intravenous therapy. It is divided into two parts. Persons who completed part I during a basic course of instruction must complete only part II. Part I covers essential duties in intravenous therapy; part II covers initiating, maintaining, and monitoring intravenous infusions and monitoring and maintaining central venous lines. The third part of the guide contains a curriculum for the LPN management course for LPNs who perform as managers in skilled nursing facilities (long-term care). (YLB)

ED 354 305 CE 062 981

Printing/Graphic Arts Technology. Curriculum Guide. Invest in Success.
PUB DATE- Mar 92
NOTE- 100p.; For a related document, see ED 346 274.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Curriculum Development; Design; Educational Research; Job Analysis; Job Performance; *Job Skills; Job Training; Learning Modules; *Occupational Information; *Photographic Equipment; *Photography; Postsecondary Education; *Printing; Program Content; State Curriculum Guides; State Programs; Statewide Planning; Task Analysis; Trade and Industrial Education
IDENTIFIERS- *Idaho

Under the Idaho state system for curriculum development in vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. A Technical Committee Report is prepared on completion of the Committee's assignment. This report presents a task list that reflects current trends and the skills necessary to obtain and retain a job in the printing/graphic arts technology industry and to advance in the occupational field. An introduction describes the curriculum development process. The curriculum framework that follows provides the program area, program title, Idaho code number, Classification of Instructional Programs code number, major concepts/content, laboratory activities, special note(s), intended outcomes, and levels of instruction codes. The task list groups 157 occupational skills or tasks by the following 12 modules: demonstrate proficiency in performing employability skills and

Davis, Rodney E.
The Status of Secondary Marketing Education Students at the University Level.
PUB DATE- Dec 92
NOTE- 20p.; Paper presented at the Annual Convention of the American Vocational Association Convention (St. Louis, MO, December 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Business Education; *College Students; *Distributive Education; Higher Education; High Schools; *High School Students; *Majors (Students); *Marketing

The findings of an exploratory study to determine the status of students who took marketing education in high school suggest that those students successfully continue their education at the university level. High school transcripts of 676 students in their junior year at a midwestern state university of more than 20,000 students were analyzed. This sample represented about 27 percent of the entire junior class of about 2,500 students. It included all business majors (352) during summer term 1991 and fall term 1991 and a randomly selected group of nonbusiness majors (324) who represented the other five colleges at the university. Of the 676 students in the sample, only 38 (5.62 percent) had taken high school marketing education courses. Of those who had taken high school marketing, 32 (84.21 percent) were business majors; 6 (15.79 percent) were nonbusiness majors. The average number of semesters of marketing education taken was twice as large (3.31 semesters) for business majors as for nonbusiness majors (1.5 semesters). Of the 32 students who had taken high school marketing education classes and had chosen a business major, 10 were specializing in marketing, 9 were in finance, 6 were in management, 4 were in business education and office administration, 2 were in accounting, and 1 was in business administration. (CML)

ED 354 323 CE 063 023

Anderson, Lowell D.
Relationship of Technology Education to Tech Prep.
PUB DATE- Nov 92
NOTE- 30p.; Paper presented at the Mississippi Valley Industrial Teacher Education Annual Conference (79th, Chicago, IL, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Articulation (Education); Associate Degrees; Educational Change; *Educational Improvement; Educational Needs; *Educational Trends; *Integrated Curriculum; *Models; Secondary Education; *Technical Education; Technology; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

With increased global competition, it is imperative that secondary school programs be reformed so as to be able to turn out productive workers having basic skills in reading, writing, and mathematics and the ability to solve problems and learn new information. One proposed reform, tech prep, can be defined as validation. The validation panel reviewed research findings and determined that 19 of the 20 guidelines were valid as a basis for developing curriculum for the communication technology area of technology education teacher preparation programs. (Contains 20 references.) (YLB)

ED 354 339 CE 063 048

Satchwell, Richard E.; Johnson, Scott D.
The Effect of Conceptual Diagrams on Aviation Mechanics' Technical Systems Understanding.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 4 Dec 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Aviation Education; *Aviation Mechanics; *Cognitive Development; *Cognitive Structures; Curriculum Development; *Diagrams; Educational Research; Higher Education; Instructional Effectiveness; *Instructional Materials; *Material Development; Teaching Methods; Thinking Skills

A quasi-experimental study explored the effect of functional flow diagrams on technical system understanding. An individualized field training package which contained schematic diagrams that illustrated an aircraft's electrical system was complimented with functional flow diagrams. In a 4-week treatment, a control group of 10 students enrolled in Aircraft Systems II in the Institute of Aviation (University of Illinois at Urbana-Champaign) received the instructional package that contained only schematic diagrams. The treatment group of eight students enrolled in the same course received an instructional package that contained the schematic diagrams and additional conceptual diagrams of the systems. Following each of the four units of instruction, subjects were given unit tests designed around the structure, function, and behavior of the system. T-tests were used to compare test scores. Four subjects from each group were also randomly selected to perform card sorting tasks at the end of each unit. Results showed that use of functional flow diagrams improved overall system understanding related to the electrical systems and improved significantly subjects' ability to reconstruct conceptual models similar to those of an expert. The functional flow diagrams were an effective instructional medium for enhancing students' conceptual understanding of the causal behavior of the system. (Appendixes include 4 tables, and 4 figures.) Contains 38 references. (YLB)

ED 354 340 CE 063 049

Lewis, Theodore
The Nature of Technology and the Subject Matter of Technology Education--A Survey of Industrial Teacher Educators.
PUB DATE- 4 Dec 92
NOTE- 36p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Curriculum; Curriculum Development;

employment or enter a postsecondary program upon graduation include vocational, health, counseling, educational, and child care services. To provide a variety of resources to the student, interagency partnerships are maintained with community agencies, professional organizations, and the medical community. (YLB)

ED 354 358 CE 063 076

Business Education Grades 6-12. Program Evaluation.
PUB DATE- 12 Dec 92
NOTE- 50p.; For related documents, see CE 063 077-078.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); *Business Education; Competency Based Education; Distributive Education; *Educational Finance; Educational Planning; Elective Courses; *Enrollment; Enrollment Influences; Intermediate Grades; Marketing; Middle Schools; Program Descriptions; Program Evaluation; *Program Implementation; School Districts; Secondary Education
IDENTIFIERS- Des Moines Public Schools IA

Business education programs are offered in 10 middle schools, 5 area high schools, 2 alternative high schools, and at Central Campus in the Des Moines Independent Community School District (Iowa). Major curricular focus at the middle school level is development of keyboarding skill; at the area high school level, the program is broad based to meet student needs. All programs are competency based and articulate with postsecondary institutions. Funds to support the program are provided from the district general fund, instructional support levy, state vocational funds, federal Carl Perkins funds, district budgets, decentralized funds, and student fees. Other significant inputs are provided by local companies through the Applied Economics to ensure relevance of curriculum content, and increased efforts in measuring student achievement. (Appendixes include course descriptions, list of textbooks in current use, equipment inventory, and area high school enrollment by course.) (YLB)

ED 354 359 CE 063 077

Career and Technology Education Grades 6-12. Program Evaluation.
PUB DATE- Jan 93
NOTE- 65p.; For related documents, see CE 063 076-078.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Auto Mechanics; *Career Education; Construction (Process); Drafting; *Educational Finance; Educational Planning; Elective Courses; Electricity; Electronics; *Enrollment; Enrollment Influences; Graphic Arts; Intermediate Grades; Manufacturing; Metal Working; Middle Schools; Power Technology; Program Descriptions; Program Evaluation; *Program Implementation; School Districts; Secondary Education; Technical Assistance; Technological Advancement; *Technology Education
IDENTIFIERS- Des Moines Public Schools IA

Technology education programs are offered in 10 middle schools, 5 area high schools, 1 alternative high school, and at Central Campus in the Des Moines Independent Community School District. Programs in grades 6-12 consist of hands-on instruction using activities and projects as the medium for teaching modern

*Federal Programs; Females; *Job Development; *Job Training; Needs; One Parent Family; *Program Improvement; *Welfare Recipients
IDENTIFIERS- *Job Opportunities and Basic Skills Program

The Job Opportunities and Basic Skills (JOBS) program, a component of the 1988 Family Support Act, emphasizes education and occupational training for welfare recipients, but it has not provided sufficient corrective measures to promote work among recipients of Aid for Families with Dependent Children (AFDC). The most serious deficiency of JOBS is its failure to create jobs for recipients unable to find work in the regular economy. JOBS permits subsidized employment, but fewer than five percent of enrollees have been placed in such jobs, and public service employment is banned. Unless an increasing proportion of recipients work, public tolerance of AFDC will continue to diminish. Increased funding for JOBS is needed to enroll more AFDC recipients, and more vigorous monitoring of program outcomes should be carried out. At the same time, the federal government should address the needs of the working poor, so that it is not more beneficial to receive AFDC than to work. Work-related assistance is also probably less effective than preventive measures such as birth control. A combination of the following measures is needed to achieve true welfare reform: (1) a 1-year limit on AFDC recipiency for able-bodied individuals, with a right to a publicly subsidized job for recipients unable to find work in the regular economy; (2) provision of free family planning services and devices to adults who cannot afford them; (3) more aggressive efforts to secure child support payments from absent parents and the provision of subsidized jobs to unemployed parents who do not meet their obligations; (4) expanded education, training, and transportation for JOBS participants; and (5) assistance to poor workers by restoring the minimum wage to its value in the 1970s, adjusting the earned income tax credit for family size and extending it to childless workers, expanding access to health insurance and child care, and providing publicly subsidized jobs to the long-term unemployed. (KC)

ED 354 376 CE 063 106

Grinnell, Eleanor; Sherman, Janet
Ambassadors in Industry: Integrating the Curriculum.
PUB DATE- Dec 92
NOTE- 22p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992). Text occasionally smudged.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Improvement; *Education Work Relationship; High Schools; High School Students; *Inservice Teacher Education; *School Business Relationship; *Science Instruction; Technology; *Technology Education; Two Year College Students
IDENTIFIERS- *Laramie County School District Number 1 WY

This guidebook resulted from a student mentoring and teacher ambassador project in applied science in Wyoming. For the teacher-ambassador component of the program, seven science and vocational teachers interned in science-related industries to investigate technical-level jobs at 11 business and industry sites. They documented skills needed by workers in those jobs, looking at science and other core of knowledge skills such as communications, mathematics, biology and chemistry, and

Walters). Section 2 contains four papers that focus more on people's progress with their learning in relation to different kinds of provision: "The Scope and Characteristics of Educational Provision for Adults" (Colin Titmus); "Face-to-Face Provision and the Older Learner" (Eric Midwinter); "Opportunities through Open Learning" (Robert Leach, Roger Webb); and "Disaffection and Distance Education" (Alan Woodley). The five papers in Section 3 examine the different notions of success in relation to adults' learning achievements and the implications for adult learners of new approaches to assessment and accreditation: "Adult Learning and Success" (Judith Calder); "A Society of Opportunity" (Peter Raggatt); "The Assessment of Prior Learning: Relating Experience, Competence, and Knowledge" (Linda Butler); "Credit Accumulation and Credit Transfer" (Geoff Layer); and "Informal Learning Opportunities and their Contribution to Overcoming Disaffection" (Marian Lever). Contributor biographies and an index are appended. (YLB)

ED 354 393 CE 063 133

Stevens, David W.
Advancing Adult Workforce Skills: Opportunities and Requirements for State Action. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Decision Making; Futures (of Society); Government Role; *Labor Force Development; Models; Policy Formation; Prediction; Public Policy; Quality Control; *State Action; State Government; State Programs; Statewide Planning; *Strategic Planning; Trend Analysis
IDENTIFIERS- California; Florida; *Recursive Models

State programs offer greatest promise for practical strategic actions to enhance the quality of the nation's adult work force. Three steps in the recursive process that create a model of state action are as follows: (1) documentation of the platform for action, which consists of current adult work force attributes and current institutional capacities to advance the quality of a state's labor force; (2) initial decision with respect to short-term work force quality goals; and (3) subsequent (recurring) decisions. The maturation of initiatives in two states--California and Florida--offers documentation of the instability that characterizes state efforts to address adult work force quality issues. According to the first step of the model, the state's role is to translate national demographic predictions into state-specific labor force quality implications. The goal should be to establish a combined early warning system and accessible intelligence network. An important component of the latter is an accurate inventory of current institutional capabilities. Recommendations for work force quality enhancement include the following: (1) investigate better uses of existing data systems; (2) document current institutional capacities to respond to work force needs; (3) explore the applicability of Canada's JOBSCAN concept; (4) expand the scope of reciprocal expectations from individuals and organizations receiving state benefits; (5) consider the consequences of expanding competency certification; and (6) join the Department of Defense in recommitment of military training funds to adult work force

PUB DATE- Mar 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Apprenticeships; Cooperative Education; *Educational Improvement; *Educational Innovation; *Educational Needs; *Education Work Relationship; *Futures (of Society); High Schools; Integrated Curriculum; *School Business Relationship; Technical Education; Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- Tech Prep

This report examines a variety of options that are being implemented in schools and in school-business partnerships to train workers for the increasingly technical and changing jobs of the future. The report contains eight sections that cover the following topics: (1) joining supply-side and demand-side policy at the local level (educational planning to provide workers for jobs and jobs for workers); (2) apprenticeship (the German system, the U.S. system, and possibilities for expanding apprenticeship); (3) cooperative education--CO-OP (federal support, prevalence of CO-OP, effects on employment, and expanding CO-OP); (4) school-based enterprise--SBE (studies of SBEs in the United States, an exemplary program of SBE, and possibilities for expanding SBE); (5) vocational academies (historical perspective, evaluations, and possibilities for expansion); (6) tech-prep and 2   2 programs linking high schools with two-year colleges (examples of tech-prep programs and ways of expanding them); (7) school-business partnerships and ways of expanding them; and (8) improving the options for students. (Contains 94 references.) (KC)

ED 354 411   CE 063 161

Refuges and Wildlife. Handbook for Cooperative Education Program.
PUB DATE- Jun 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; *Conservation (Environment); *Cooperative Education; *Federal Programs; *Federal Regulation; Guidelines; Postsecondary Education; Program Development; *Program Implementation; Recruitment; *Wildlife Management
IDENTIFIERS- *Refuges Wildlife Cooperative Education Program

This handbook explains the requirements for selecting, developing, evaluating, and placing a student in the Refuges and Wildlife Cooperative Education Program of the U.S. Department of the Interior. Following a brief program description, information is provided on the following topics: the responsibilities of various administrators; the program components (career occupations, purpose, objectives, eligibility, selections, appointment, work schedules, pay and benefits, travel expenses, academic expenses, classification and promotion, assignments, transfers, and termination); training program development (orientation and training, trial period, and performance appraisal); and employment after graduation. Twelve appendixes, which make up most of the subscales of the Piers-Harris Children's Self-Concept Scale: Behavior, Intellectual & School Status, Physical Appearance & Attributes, Anxiety, Popularity, and Happiness & Satisfaction. The covariant measures were pretest scores from the previous subscales of the Piers-Harris and the Science Research Associates Survey of Basic Skills Reading total score. Of the 42 comparisons made, 3 were statistically significant. Two of the three significant comparisons indicated that participants in the program had higher adjusted post mean scores for Intellectual & School Status and Anxiety than nonparticipants. The remaining significant comparison indicated that the participants in Chapter 1 reading had a higher adjusted post means score for intellectual & School Status. The appendixes include a listing of the unit objectives. (Contains 23 references.) (ABL)

ED 354 429 CG 024 770

Nelson, C. Van; And Others
A Profile of Students Engaged in Substance Abuse.
PUB DATE- Oct 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cocaine; *Family Environment; High Risk Students; High Schools; *High School Students; *Incidence; Marijuana; Middle Schools; Secondary School Students; Smoking; *Student Employment; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Middle School Students

This study sought to find patterns among the relationship of the factors of substance abuse, home environment, employment during the school year, participation in school activities, and participation in activities outside of school and to confirm or deny that the patterns established for data collected and analyzed during the 1990-91 year would be reflected in the analysis of a different data set collected during the 1991-92 school year. The 1990-91 data set included the usable responses of 7,279 middle and senior high students and the 1991-92 data set included the usable response of 5,541 middle and senior high school students. The instrument utilized contained 52 items with multiple choices for each item. The use of substances surveyed included tobacco, alcohol, marijuana, and cocaine. Employment included weekend and after school jobs held during the school year. The home situation was classified as one with both parents present, a parent/step-parent environment, or a single parent or other home environment. The results of the study indicated that the students who are at risk for substance abuse have the following characteristics: (1) the student is employed during the academic year; (2) the student comes from a home environment where both parents are not present; and (3) the student is not participating in school activities. (Contains 18 tables and 7 appended graphs.) (ABL)

ED 354 430 CG 024 771

Barnett, Deanna L.
Fear of Success.
PUB DATE- 91
NOTE- 86p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English

Black Males in the Positive Impact Program (PIP).
PUB DATE- 12 Nov 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992); for a related paper, see CG 024 779.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; *Community Programs; Counseling Objectives; Counseling Services; Dropout Prevention; *High Risk Students; Junior High Schools; Junior High School Students; *Males; *Mentors; Program Effectiveness; Role Models; *Self Esteem; Teacher Student Relationship
IDENTIFIERS- *Positive Impact Program

The Positive Impact Program (PIP) is a program that involves the community through role models as mentors in striving to meet the needs of at-risk students. The program is directed by 16 black men who work every week with school-age black males (N=18) who have been identified as being "at-risk" by their teachers. The teachers identified the students by the following characteristics: (1) low self-esteem; (2) lack of motivation; (3) poor academic record; (4) disciplinary problems; (5) poor school attendance; (6) poor social skills; (7) lack of respect for authority; and (8) poor hygiene. The data for the analysis were teacher ratings of the eight at-risk characteristics and measures of academic achievement over the past 2 years. Standardized test scores and class grades were the measures of academic achievement used in this investigation. Contrasts from Year 1 to Year 2 were made on all these measures using the dependent two-mean hypothesis test. These adolescent black males were further classified as "at-risk" or "not-at-risk" and if at-risk, whether or not they participated in PIP. In their classes the relative standing of these groups of junior high black males increased from Year 1 to Year 2 in achievement measured by standardized test scores. However, the average grades of all groups declined from Year 1 to Year 2. Second year teacher ratings indicated that the at-risk students showed overall improvement. (Author/ABL)

ED 354 449 CG 024 791

Quinn, Kathleen L.
The Spouse and Familial Incest: An Adlerian Perspective.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Annual Meeting of the North American Society of Adlerian Psychology (39th, May 30-June 2, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family (Sociological Unit); *Incest; Marriage; *Spouses
IDENTIFIERS- *Adlerian Psychology

A major component of Adlerian psychology concerns the belief in responsibility to self and others. In both incest perpetrator and spouse the basic underlying assumption of responsibility to self and others is often not present. Activities and behaviors occur in a social context and as such need to be regarded within a social context that may serve to help understand behaviors. The role of the spouse in incest has been variously described as "enabling" and "non-supportive." Incest is at once

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Burnout; *Counselors; *Depression (Psychology); *Psychological Characteristics; Psychological Patterns; *Social Characteristics; Stress Variables

Job stress in health care professionals who provide care to Acquired Immune Deficiency Syndrome (AIDS) patients has been a subject of interest to a number of health center and hospital physicians, administrators, and to some extent, behavioral scientists. In this study psychosocial correlates of burnout and depression in HIV counselors were investigated using the Maslach Burnout Inventory, the depression scale (D-Scale) of the Minnesota Multiphasic Personality Inventory (MMPI), Rotter's Internal/External Locus of Control Scale (I/E Scale) and several questionnaires containing demographic and psychological variables. The three subscales of Burnout (i.e. Emotional Exhaustion, Depersonalization, and Personal Achievement) and the D-Scale constituted the four dependent variables. Subjects (N=102) including 23 males and 79 females involved in Human Immunodeficiency Virus (HIV) counseling participated in this study. Subjects ranged in age from 21 to 71 years old. Univariate and multivariate analyses were employed to determine the contributing factors of Burnout and Depression amongst HIV counselors. Results suggested that both dispositional and environmental factors play a role in the experience of burnout and depression among HIV counselors. Prominent among the variables affecting both Emotional Exhaustion and Depersonalization was the impact of the working environment and job demands faced by HIV counselors. (ABL)

ED 354 468 CG 024 810

Lee, Courtland C.
Empowering Young Black Males.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Black Culture; *Black Students; Counseling Services; Counseling Techniques; Elementary School Students; Elementary Secondary Education; *Males; Psychological Characteristics; *School Counseling; *School Counselors; Secondary School Students; Student Personnel Services
IDENTIFIERS- *Student Empowerment

The purpose of this book is to provide school counselors and related mental health professionals with important information to help them address the crisis of the Black male. The focus of the book is on Black male educational empowerment and how pupil personnel professionals can promote it in the school setting. The book examines important issues in the development of young Black males that must be understood to effectively facilitate their educational and social empowerment. In addition, it provides direction for implementing intervention programs that promote Black male empowerment in elementary and secondary schools. The book also suggests ways to actively involve teachers and the inherent strengths of Black communities in this important process. Chapter 1 offers an overview and interpretation of current statistical data on Black male

*Elementary School Teachers; Reading Research; *Reading Writing Relationship; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Jones County School District MS; Louisiana

A study examined the degree to which teachers employ or perceive that they employ writing/reading strategies in their classrooms, and their perceptions regarding the degree to which their school system should support that effort. A pilot sample of 15 practicing teachers was drawn from a demonstration school in southwest Louisiana. Subjects, 71 K-8 teachers from the Jones County School System in Mississippi completed a questionnaire. A random sample of eight teachers was drawn for classroom observation. Two instruments designed to assess teachers' perceptions of their whole language awareness were administered to the pilot group study for validation purposes. Results of both studies indicated that there was an apparent gap between theory and practice relative to the implementation of a writing/reading basis for literacy development. Teachers appeared to regard their practice at a much higher level than is borne out by observation of environment and practice, and teachers tended to view the school system as needing to provide more support for their ventures into whole language methodology. (Four tables of data are included; 20 references, the teacher questionnaire and the classroom observation schedule are attached.) (RS)

ED 354 488 CS 011 195

Sanacore, Joseph
Schoolwide Literature-Based Practices: Cooperative Leadership Is an Asset.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Educational Cooperation; Elementary Education; Instructional Leadership; Interdisciplinary Approach; Learning Strategies; *Literature Appreciation; Reading Attitudes; *Teacher Administrator Relationship; *Team Teaching; *Thematic Approach; *Whole Language Approach

A literature-based approach across the curriculum helps students to personalize content-area curricula, to enjoy reading a diversity of subject-matter materials, and to improve attitudes toward reading. Teachers, supervisors, and administrators can cooperatively support literature-based practice across the curriculum by creating a positive professional attitude, designing thematic units, and incorporating team teaching to provide a realistic context for complementing and transcending traditional textbooks. These approaches also increase the chances of promoting students' long-term reading habit. Carrying out successful literature-based practice, however, depends on genuine sharing among colleagues. Unless cooperation becomes the norm, such worthwhile ideas as using literature across the curriculum will not have the beneficial impact that they deserve. (A figure comparing some factors related to textbooks and literature-based materials is included.) (RS)

ED 354 489 CS 011 196

Anderson, Richard C.; Nagy, William E.

higher education. The manual is addressed to editors both experienced and inexperienced, and to those interested in the field of editing. Included in the manual are the following eight chapters: (1) Mighty Are the Preparations; (2) Context First, Text Later; (3) Coworkers; (4) Approaches; (5) Unspoken Assumptions; (6) The Acts of Editing; (7) Overload and How To Avoid It; and (8) Nuts and Bolts. An appendix, containing "Helpful Books" and "A Letter That Could Be Better," is attached. (HB)

ED 354 508 CS 213 638

Raign, Kathryn Rosser
Burke's Method of Dramatism and Its Use as a Tool for Teaching Developmental Writing.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Classroom Techniques; Drama; Higher Education; Teaching Methods; *Writing Improvement; Writing Skills
IDENTIFIERS- *Basic Writers; *Burke (Kenneth); Dramatistic Criticism; Orality; Pentadic Analysis

Many basic writers, who are virtually unable to create a coherent paragraph, are nonetheless capable of presenting orally well-constructed narratives of depth and feeling. Thus, teachers must try to get students to harness the strength of their oral abilities to improve their writing skills, and Kenneth Burke's pentad may provide a key. Burke's pentad of five key terms (act, agent, agency, scene, purpose) can act as building blocks, making up a rough outline, for sentences, paragraphs or longer stories. In effect, the pentad allows the students to play the role of reader for their own writing. Numerous examples demonstrate how the pentad and a worksheet based on the pentad can be used to show students how to attain three goals: (1) how to construct sentences; (2) how to construct paragraphs; and (3) how to de construct sentences. A chart, devised on a word processing program and distributed to the students, can be used to map out the five elements of the pentad for a sentence or paragraph. The charts can also be used to teach students what may be missing from their writing. While this system is no instant cure for any basic writer, it does allow students to utilize their strengths. The use of Burke's pentad translates the writing process into terms that the students have a greater hope of understanding. (Numerous examples of the charts used to map out the pentad are included.) (HB)

ED 354 509 CS 213 647

Stern, Caroline
Student Writers Practicing Self-Assessment.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Gary, Doris Christine
A Study of Black Characters in Caldecott and Newbery Award and Honor Books for Children.
PUB DATE- Apr 84
NOTE- 178p.; Ed.D. Dissertation, Jackson State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Black Literature; *Black Stereotypes; *Characterization; *Childrens Literature; Content Analysis; Elementary Education; Language Role; Literary Devices; Racial Bias; *Writing for Publication; Writing Research
IDENTIFIERS- *Caldecott Award; *Newbery Award

A study investigated whether or not Black characters were portrayed in a negatively stereotyped manner in Caldecott and Newbery Award and Honor books from 1963 to 1983. The 21 books studied portrayed Black characters in significant roles. Each of the selected books was examined for negative racial stereotyping using a checklist adapted from an earlier study and a checklist of three categories (physical description, language, and status in the community). Results indicated that: (1) four of the books were classified as containing negatively stereotyped Black characters; (2) two of the Newbery books and five of the Caldecott books contained negative stereotyping in the area of physical description; (3) 10 of the Newbery books (but only one Caldecott winner) showed negative stereotyping in the area of language usage; and (4) one Newbery award winner and no Caldecott winners exhibited negative stereotypes in the area of status in the community. Findings suggest that checklists similar to those used in the study could aid authors in the writing process by reminding them of the positive values to be taught, and could be used by librarians, teachers, and parents to review children's literature. (Nine tables of data and three figures presenting checklists are included; lists of award-winning books, and evaluation charts are attached.) (RS)

ED 354 528 CS 213 695

Teichmann, Sandra Gail; Fike, Darrell
Responding to Student Essays: A Conversation.
PUB DATE- 5 Feb 93
NOTE- 14p.; Paper presented at the Annual Florida College English Conference (24th, Gainesville, FL, February 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Higher Education; Student Evaluation; Teacher Role; Teacher Student Relationship; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Conversation; *English Teachers

Two college writing teachers share their viewpoint that people outside the academic setting often misunderstand the time-consuming activities involved with responding to student writing. They agree that teachers should envision evaluation as conducting a conversation with the writer of the essay. The key component of this conversation, depending on the approach to writing instruction, can be either self-disclosure, or asking questions and commenting in such a way that students will rethink their writing. The role of evaluator of student writing is always lurking in the background of any written comments, despite whatever approach is taken. Open questions are useful for prompting students to explore an issue in more detail, or

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Evaluation Methods; Higher Education; *Portfolios (Background Materials); Secondary Education; *Student Teachers; *Teacher Education; Teacher Education Programs; *Writing Assignments
IDENTIFIERS- Alternative Assessment; Professional Concerns; University of Louisville KY; Writing Contexts

Secondary teacher education students should be given clear instruction in the assembling and assessment of professional teaching portfolios. In the teacher education program at the University of Louisville (Kentucky), student teachers are asked to prepare portfolios, exactly as all secondary students must in the state of Kentucky, meaning that the student teachers discover "how students feel." For professional portfolios, students should be provided with detailed writing assignments. Examples from numerous portfolio entries and the "letters to portfolio readers," which were written by the student teachers as reflections on what they were doing, illustrate criteria against which personal and professional growth can be assessed. Criteria for judging the portfolios can be developed and decided upon jointly with the participants. The prospective teachers' reflections on accomplishments, values, goals, interests, learning strategies, and their understanding of what they are learning about teaching indicate the importance of professional portfolios in teacher preparation. Examples taken directly from student portfolios serve as illustrations of the students' own reflections on five topics: (1) what they did well; (2) what they valued in their teaching; (3) their goals, interests, and agendas as teachers; (4) their strategies and processes for learning and teaching; and (5) their understanding of what they learned about teaching. Portfolios are powerful learning devices for all students enrolled in teacher education programs, and should be encouraged for their many positive results. (HB)

ED 354 546 CS 213 722

Gaillet, Lynee Lewis
A Foreshadowing of Modern Theories and Practices of Collaborative Learning: The Work of Scottish Rhetorician George Jardine.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Comparative Analysis; *Cooperative Learning; *Educational History; Foreign Countries; Higher Education; *Peer Teaching; Undergraduate Students; Writing Instruction
IDENTIFIERS- Bruffee (Kenneth); Bruner (Jerome S); *Composition Theory; Historical Background; *Jardine (George)

Learning theorist Kenneth Bruffee traces the roots of collaborative learning in American college classrooms back to the early 1970s when changing educational needs necessitated adapting conventional college classroom practices to the needs of new students. Traditional pedagogy had failed because of the growth in the number of nontraditional learners in the collegiate body, the alienating nature of learning in large classrooms with too many students, and the decline of freshman

*Embarrassment

A study verified and extended the utility of three topologies of embarrassment (types of embarrassment, face saving strategies, and goals of embarrassment) to the college classroom context. Subjects, 209 undergraduate students enrolled in 12 introductory, lower-division, interpersonal communication classes at a large western United States university, were asked to describe an incident in which they were significantly embarrassed by a teacher in college, what they said or did to reduce their embarrassment, and why they think the teacher embarrassed them. Responses were reliably coded into caregories using the three topologies of embarrassment. The applicability of the categories in the classroom context were verified; however, the topologies were extended to incorporate unique classroom situations. Findings suggest that embarrassment in the college classroom differs somewhat from other contexts. Ongoing research is examining students' perceptions of teachers who use embarrassment either to gain students' compliance, or with the aim of rewarding them with recognition or praise, or through labeling or discounting students' ideas, or in some other way, either intentional or unintentional. (Three tables presenting revised topologies and three tables of data are included; contains 23 references.) (Author/RS)

ED 354 567 CS 508 081

Welch, Kathleen Ethel
Excavating Diotima: Rehistoricizing Pre-Aristotelian Classical Rhetoric.
PUB DATE- Oct 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; Higher Education; *Philosophy; Reader Response; Rhetorical Criticism; *Sex Bias
IDENTIFIERS- *Classical Rhetoric; Curriculum Emphases; Diotima; Interpretive Communities; Plato; Rhetorical Strategies; Socrates

Because canon formation directly influences curriculum construction, classical Greek rhetorical studies must make an assessment of how women's presence in these historical discourses has been at best marginalized, at worst erased. The structural oppression of women as a class and the institution of slavery need to be included in school curricula as standard issues. Representations of Diotima, Socrates' teacher, as a mythical figure constitute a case in point. Mary Ellen Waithe's work on Diotima argues that Diotima is an historical person and thus counters standard scholarship which excludes women thinkers from the canon of philosophical discourse. Both Waithe's article and Plato's "Symposium" should be included in classical rhetoric seminars in a way that places Diotima on the same plane as Socrates. Reader response theory, which posits that the act of understanding meaning in texts is affected by the predisposition of the reading mind, supports this demand for a revision of curricula. The erasure, marginalization, and ridiculing of a figure such as Diotima can be seen as a historical disempowerment of women as readers, writers, and speakers. Training in the history and production of discourse must explore the relationship between language and power in a way that allows women students to see themselves in the texts teacher education programs which has promoted an ideology of teachers as technocrats and public servants. They must begin to be seen as active, reflective scholars and empowered practitioners in their school. (Contains 13 references.) (LMI)

ED 354 585 EA 024 563

School Safety: National School Safety Center Newsjournal, 1991-92.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Coordination; Crack; Cultural Differences; *Delinquency Prevention; Discipline; Drug Abuse; Early Intervention; Elementary Secondary Education; *High Risk Students; Juvenile Courts; Leadership Responsibility; Legal Responsibility; Prenatal Influences; Principals; Racial Bias; Racial Discrimination; School Business Relationship; School Responsibility; *School Safety; School Security; Special Needs Students; *Substance Abuse; Teacher Effectiveness; *Victims of Crime; *Violence
IDENTIFIERS- *Crack Babies; *Fetal Drug Exposure; Partnerships in Education

This document consists of a year's worth (four issues) of the Journal "School Safety." Each issue is devoted to a specific theme. The fall 1991 issue concerns "overcoming prejudice and hate." The unifying thread woven throughout this issue is the need to provide opportunities for children of diverse backgrounds to be exposed to valid information about one another. The winter 1992 issue responds to the crisis of "drug-exposed babies." With special attention including medical care, creative education, and stable home environments, these children may have a chance. Reports in this issue describe a pilot program that addresses the special needs of children prenatally exposed to drugs, a program for training teachers, and research currently being conducted. The spring 1992 issue is concerned with "reducing drugs, delinquency, and disorder." In 1986, the Office of Juvenile Justice and Delinquency Prevention initiated a massive longitudinal study on the causes and correlates of delinquency. Principal researchers from the three projects that contributed to the longitudinal study discuss various elements of their research. The fall 1992 issue focuses on the current trends and issues of teacher and staff victimization. Each issue contains 7 to 10 articles, news updates on the theme issue, and the names and addresses of relevant resources. (MLF)

ED 354 586 EA 024 577

Shedd, Joseph B.; Bacharach, Samuel B.
Tangled Hierarchies: Teachers as Professionals and the Management of School. The Jossey-Bass Education Series.
PUB DATE- 91
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Bureaucracy; Educational Administration; Elementary Secondary Education; Job Development; Professional Autonomy; *School Restructuring;

Relationship

Findings of 50 case studies that were designed to help teachers motivate students are presented in this paper. Each study followed the same process, in which student motivation was assessed by the Student Motivation Diagnostic Questionnaire (Matthews and Brown, 1988), questionnaire results were presented to teachers participating in the case studies, and study administrators worked with the teachers to generate alternative behaviors. Findings indicate that most administrators are able to identify teachers of classes with motivational deficiencies and that administrator support and monitoring has a positive effect on teachers' ability to improve aspects of student motivation. In addition, the administrator position power base can be critical for changing teacher behavior. Finally, improvement in one aspect of motivation may be accompanied by a decline in another aspect of motivation. Although the model appears to be more effective when each teacher has an individual target variable, groups of teachers can share and improve a common target variable if their administrator has a strong position power base. A list of authors is included. (Contains 10 references.) (LMI)

ED 354 605 EA 024 661

Deason, Juanita C.
The Development of Effective Teaming Practices To Meet the Needs of Seventh Graders.
PUB DATE- Dec 92
NOTE- 69p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 7; *Inservice Teacher Education; Junior High Schools; Middle Schools; *Professional Development; Self Esteem; Student Motivation; *Student Needs; Teacher Improvement; Teacher Student Relationship; *Teacher Workshops; *Teamwork
IDENTIFIERS- *Florida; Middle School Students

Outcomes of a teacher-teaming program that was implemented among seventh-grade teachers at a Florida middle school are described in this practicum report. Training sessions on effective teaming practices were initiated to address the lack of effective teaming practices among the seventh-grade teachers. Eight seventh-grade teachers participated in a 12-week workshop program designed to increase their awareness of students' affective needs. Teachers completed pre- and post-test surveys of teaming effectiveness. After completing the workshop, teachers reported more positive attitudes toward teaming and used teaming practices more frequently. The teacher teams implemented several new programs designed to increase student self-esteem, which contributed to a significant drop in the number of student discipline referrals. Appendices contain student award certificates, team goals, survey data, and a critical thinking checklist. (Contains 11 references.) (LMI)

ED 354 606 EA 024 664

Camp, William E., Ed.; And Others
The Principal's Legal Handbook.
PUB DATE- 93
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *Education; *Educational Finance; Elementary Secondary Education; *Expenditures; *Federal Aid; *Federal Government; Federal Legislation; Government Publications; Higher Education; Postsecondary Education; *School Statistics; Student Loan Programs; Tables (Data); Tax Allocation
IDENTIFIERS- *Federal Agencies

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980 when the U.S. Department of Education became an independent agency. Six detailed tables in the appendix have additional historical data for fiscal years 1965, 1970, and 1975. Assembling data on federal funds for education is difficult because education programs are found in dozens of federal departments and agencies. To the extent possible, outlays, the actual amount of dollars spent, were used. Education funding is categorized as on-budget support, nonfederal funds generated by federal programs, and federal tax expenditures. On-budget funding for federal programs is generally set through annual Congressional appropriations. This report shows current and constant dollar comparisons. Data are presented in 13 tables and 3 figures. Additional technical information appears in the Sources and Methodology section followed by a list of definitions. Federal support for education is estimated to be $75.8 billion in fiscal year (FY) 92, an increase of 93 percent since FY 80. After adjustment for inflation, the increase amounts to 13 percent. Between FY 80 and FY 92, after adjusting for inflation, federal program funds for elementary and secondary education increased 3 percent; postsecondary education funds declined 23 percent; other education funds increased 51 percent; and funds for research at universities and university-administered research and development centers increased 48 percent. (MLF)

ED 354 624 EA 024 698

Namibia: Basic Education in Namibia. Sector Review Report.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Dec 90
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apartheid; *Educational Change; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Improving the Efficiency of Educ Systems Project; *Namibia

This report focuses on how assistance can best support Namibia's efforts to plan and institute new policies and practices to further its educational system. Namibia is working to restructure its educational system rapidly following its gaining independence in 1990. National Education Goals established in the country's constitution include the right to free education for all, compulsory-education requirements, and the right to maintain private schools and colleges. Three broad goals have been identified for Namibia's educational system: unify existing separate ethnic education authorities into one system, make education as uniform as possible, and make education as universal as possible. The plans for fulfilling these education goals are reviewed in nine chapters: (1) Goals and Plans; (2) History, Structure and Basic Data; (3) Equity and Efficiency Dimensions in Namibian Education; (4) Addressing

Council for Exceptional Children, Council on Education of the Deaf, Council on Social Work Education, and National Association of School Psychologists. For each organization, seven categories of information are outlined: (1) eligibility of programs for accreditation; (2) curriculum (overall institutional, core curriculum, and other special requirements); (3) relationship to the world of practice (clinical and field-based experience, follow-up of graduates, and relationship with the field); (4) students (admission, monitoring, advisory services, exit criteria, multicultural groups, and persons with disabilities); (5) faculty (qualifications, faculty load, faculty development, and faculty evaluation); (6) governance (relationship of program to institution, authority/autonomy, structure and administration, and planning); and (7) resources (personnel, fiscal, facilities, library, equipment, and supplies). (JDD)

ED 354 642 EC 301 809

Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by Regional Institutional Accrediting Bodies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 82p.; For related documents, see EC 301 808-811.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Certification; Curriculum; *Disabilities; Elementary Secondary Education; Eligibility; *Evaluation Criteria; Governance; Higher Education; Professional Education; *Program Evaluation; Pupil Personnel Services; Regional Programs; Resources; Special Education; *Standards; Student Characteristics; Teacher Characteristics; *Teacher Education
IDENTIFIERS- Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; Western Association of Schools and Colleges

This digest summarizes the professional standards developed by the six Regional Institutional Accrediting Bodies for accreditation of special education and related services personnel preparation programs. The accrediting bodies are: the Commission on Higher Education of the Middle States Association of Colleges and Schools, the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the Commission on Colleges of the Northwest Association of Schools and Colleges, the Commission on Colleges of the Southern Association of Colleges and Schools, and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. For each of the six organizations, seven categories of information are outlined: (1) eligibility of programs for accreditation; (2) curriculum (overall institutional, core curriculum, and other special requirements); (3) relationship to the world of practice (clinical and field-based experience, follow-up of graduates, and relationship with the field); (4) students (admission, monitoring, advisory services, exit criteria, multicultural groups, and persons with disabilities); (5) faculty the transition initiative. (Contains approximately 40 references.) (JDD)

ED 354 660 EC 301 830

Wehman, Paul, Ed.
The ADA Mandate for Social Change.
PUB DATE- 93
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); Career Development; Community Programs; *Disabilities; Educational Change; Elementary Secondary Education; Employer Attitudes; *Employment Opportunities; Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; Housing; Leisure Time; Mobility Aids; *Normalization (Handicapped); Quality of Life; Recreational Activities; Social Action; Social Attitudes; *Social Change; *Social Integration; Supported Employment; Technology; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990; Empowerment; Reasonable Accommodation

This book analyzes the effectiveness and implications for social change of the Americans with Disabilities Act (ADA). It outlines several issues--legal implications, physical accessibility, transportation options, employment opportunities, and recreation--that stimulate community action for full inclusion. Part I, titled "Definitions and Expectations of the ADA," contains two papers: "Redefining Equality through the ADA" (Leonard S. Rubenstein and Bonnie Milstein) and "Quality of Life and Consumer Choice" (Wendy Parent). Part II, "Implications of the ADA," includes: "Employment Opportunities and Career Development" (Paul Wehman); "Supported Employment and Opportunities for Integration" (Paul Wehman); "Provisions of Reasonable Accommodation: What Do Employers Think?" (Craig Michaels and others); "Provisions of Assistive Technology: Bridging the Gap to Accessibility" (Shirley K. Chandler and others) and "The Challenge of Public Transportation and Mobility" (Paul Wehman). Part III, "The ADA as a Catalyst for Social Change," offers the following papers: "Family Empowerment" (H. Rutherford Turnbull, III, and others); "Education Reform" (Debra A. Neubert and Sherril Moon); "Public Accommodation and Housing Reforms" (John Kregel); and "Recreation and Leisure Lifestyle Changes" (Ronald Reynolds). The final section, titled "The ADA and Societal Acceptance," has two papers: "Increased Access to Community Resources" (Pamela S. Wolfe) and "Promises Made and Promises To Be Broken" (Steven J. Taylor and Robert Bogdan). A 20-item annotated bibliography, compiled by R. G. Rayfield, is also provided as well as references for individual papers. (JDD)

ED 354 661 EC 301 831

Educational Outcomes and Indicators for Students Completing School.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Curriculum; *Disabilities; *Educational Practices; *Educational Quality; Elementary Secondary Education; Individualized Education Programs; Integrated Activities; Interdisciplinary Approach; Mainstreaming; *Measurement Techniques; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; *Severe Disabilities; Social Integration; Teaching Methods; Transitional Programs; Vocational Education
IDENTIFIERS- *Kentucky; *Quality Indicators

This document presents a "Quality Program Indicators Checklist" developed with the goal of program improvement in classrooms for students in Kentucky with moderate and severe handicaps. The checklist evaluates program effectiveness in six component areas: (1) integration (interaction opportunities and teacher behaviors supportive of integration and individual integrated student outcomes); (2) functional curriculum (local catalog of age-appropriate activities, parent participation, assessment, and Individualized Education Program goals); (3) systematic instructional procedures (individualized instruction, program data analysis, social behavior change programs, program management and environmental design); (4) community-based instructional programs (goal selection, frequency, implementation, and emergency procedures); (5) transdisciplinary services and integrated therapy (block scheduling, assessment, embedded related services objectives, integrated service delivery, integration of adaptations, consultation and role release, information exchange and team meetings, and implementation issues); and (6) vocational instruction and Individual Transition Plans. For each component there is a brief introduction and rationale for that model component, followed by a set of best practice indicators or measures. Each measure has a data source and criteria for exemplary implementation. The quality indicators are correlated with established Kentucky curriculum goals and with findings of the school effectiveness movement for all students. (References are provided for each component area.) (JDD)

ED 354 681 EC 301 858

Fitzgerald, Maureen, Ed.; Armstrong, Jocelyn, Ed.
Culture and Disability in the Pacific. Summaries of Papers Prepared for a Working Session of the Association for Social Anthropology in Oceania (New Orleans, Louisiana, February 1992).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Anthropology; Attitudes; *Cross Cultural Studies; *Cultural Influences; *Developing Nations; Diabetes; *Disabilities; Foreign Countries; Perception; Rehabilitation

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adult Children; Communicable Diseases; Disease Control; *Mental Retardation; National Organizations; Parent Child Relationship; Position Papers; *Prevention; Resources; Secondary Education; Sexuality
IDENTIFIERS- Arc (Association for Retarded Citizens)

This guide is intended to help parents of adolescents and adults with mental retardation to teach their sons and daughters about HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome). An official resolution on AIDS adopted by The Arc, an organization for citizens with mental retardation, begins the guide. This resolution supports continued and increased research, support, and education and does not support mandatory blood testing solely on the basis of mental retardation. Next, basic information about HIV/AIDS for parents is summarized. Specific information that parents should teach their offspring is then outlined. General guidelines for such instruction are offered and include teaching yourself what you need to know, learning about local resources, and repeating and reinforcing the messages. Each of the five guidelines are explained in some detail, and additional resources, such as the SAFE (Stopping Aids through Functional Education) curriculum, are suggested. Specific teaching suggestions for use with daughters are given. A variety of organizational resources, sources for speakers, and hotlines are listed. The guide concludes with The Arc's position statement on sexuality, which stresses the normal human rights of persons with mental retardation. (DB)

ED 354 699 EC 301 884

A Call to Action! The Roles of People with Mental Retardation in Leadership. The Results of the Arc's Forum on Leadership (Portland, Oregon, October 23-24, 1991).
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advocacy; Federal Legislation; *Leadership; Meetings; *Mental Retardation; *National Organizations; Organizational Objectives
IDENTIFIERS- Americans with Disabilities Act 1990; *Arc (Association for Retarded Citizens); *Self Advocacy

This monograph reports on an October 1991 forum on self-advocacy for persons with mental retardation in the leadership of The Arc, a national organization on mental retardation. The monograph is intended to help local chapters encourage the empowerment and inclusion of individuals with mental retardation as both members and leaders. First, principles of the Americans with Disabilities Act are identified and applied to community organizations, especial Arc chapters. The forum involved 13 representatives of self-advocacy groups, parents, professionals, and Arc leaders and addressed the following concerns: reasons for people with mental retardation to become Arc leaders; leadership abilities of people with mental retardation; beliefs and structures which prevent such people from becoming leaders in The Arc; and the role of Arc chapters in supporting and promoting leadership. An appendix lists forum

education are addressed, followed by a short review of the findings of ethnographers concerning cultural differences in the classroom. The applicability of the Whorf hypothesis to the field of language education is considered. Finally, observations done at Potter Thomas elementary school are incorporated to illustrate the need for and potential of the type of program proposed. (Author)

ED 354 720 FL 020 504

Ogorodnikova, Kira
Orthography in the Target Language: Does It Influence Interlanguage Phonology.
PUB DATE- 92
NOTE- 13p.; For serial issue from which this paper is analyzed, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Interlanguage; Interviews; Mathematics Skills; Measures (Individuals); Memory; Native Speakers; North American English; *Phonology; Reading Skills; *Russian; Second Language Learning; *Spelling; *Task Analysis; Vowels

This study examines orthography as one source of non-targetlike phonetic output and focuses on the acquisition by speakers of American English vowel reduction in Russian, a salient feature of the Russian phonetic system that is not reflected in the graphics of the Cyrillic script. The researchers conducted a structured interview and administered reading, arithmetic, and listing-from-memory tasks that included the same lexical items as those elicited in the interview. The following conclusions were drawn from the data: (1) a non-targetlike pattern of vowel reduction can be attributed to the influence of the graphic representations of lexical units; (2) native-speaker-non-native speaker interaction influences phonetic accuracy; and (3) the pattern of vowel reduction for highly familiar words remains constant across various tasks. (Author/JL)

ED 354 721 FL 020 505

Teaman, Brian D.
Stress in Japanese English: Evidence from Native Perceptual Judgements.
PUB DATE- 92
NOTE- 16p.; For serial issue from which this paper is analyzed, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English; Higher Education; *Interlanguage; *Japanese; Language Research; Native Speakers; Oral Language; Second Language Learning; *Stress (Phonology)

In this pilot study looking at interlanguage prosody, normal, and contrastively focused constructions in English were collected from four English-as-a-first-language speakers and four Japanese-as-a-first-language speakers. These productions were then played to six native English speakers to see how well they could identify the stress placement of the uttterances. The judgements were used as a diagnostic tool to study the salient characteristics of problems in non-native stress productions. It was found that stress placement was easier to recognize in native speaker tokens, although it was not clear what features of stress were most important to the judges. Possible explanations and the directions they suggest for further study errors and misleading information. A large number of errors was found, many of which reflected and reinforced an emerging local pseudo-standard of usage. Common problems found included: lack of clear rationale or consistency in the selection of entries; use of alphabetical sequence for entries; use of archaic or heavily literary style of English; recommendations for informal usage in formal contexts; usage that is unfamiliar to native speakers; combination of different usages in one entry; and proofreading and grammatical errors. Suggested explanations for the high error content include: limited exposure of the authors and proofreaders to natively-spoken English; overconfidence; cultural objections to proofreading; lack of interest in quality; and little attention paid to the guides by teachers. Production of such guides by native speakers of English is recommended. A brief bibliography is included. (MSE)

ED 354 743 FL 020 941

Allison, Desmond M., Ed.
Hongkong Papers in Linguistics and Language Teaching, 13.
PUB DATE- 90
NOTE- 93p.; For individual papers, see FL 020 942-946.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *English (Second Language); *Error Correction; Error Patterns; Foreign Countries; Higher Education; High Schools; Language Fluency; Language of Instruction; *Language Proficiency; Language Research; Language Variation; *Linguistic Theory; Native Speakers; Reading Aloud to Others; *Reading Rate; Secondary Education; *Semantics; Speech Skills
IDENTIFIERS- *Hong Kong

Papers on linguistics and language teaching in this volume are the following: "Language in Education: Hard Choices for Hong Kong" (Jo Lewkowicz); "EL2--Medium Education in a Largely Monolingual Society: The Case of Hong Kong" (Nigel Bruce); "A Programme for Semantics" (Laurence Goldstein); "Semantics and Its Critics (A Comment)" (Roy Harris); "Semantic Shamantics (A Reply)" (Laurence Goldstein); "Reading-Aloud Speed as a Factor in Oral Fluency and General Language Proficiency" (David Coniam); "Notions of 'Error' and Appropriate Corrective Treatment" (Nancy Lee); and "Errors in Focus? Native and Non-Native Perceptions of Error Salience in Hong Kong Student English--A Case Study" (Mark Newbrook). Editorial policy, a style sheet, notes on contributors, and an index to papers in volumes 1-12 are also included. (MSE)

ED 354 744 FL 020 942

Lewkowicz, Jo
Language in Education: Hard Choices for Hong Kong.
PUB DATE- 90
NOTE- 9p.; For the serial issue from which this paper is analyzed, see FL 020 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Academic Standards; Articulation (Education); Change Strategies; *Chinese; *College Preparation; Educational Change; Elitism; *English (Second Language); English for Academic Purposes; *Equal Education; Foreign Countries; Higher Education; *Language of Instruction; Language Research; Public Agencies; *Public Policy; Secondary Education; Second Language

habits; demonstrate knowledge of introductory aspects of the printing industry; demonstrate proficiency in performing skills relating to paper characteristics; perform estimating operations; perform graphic design operations; perform line photography operations; perform graphic arts halftone operations; perform color reproduction operations; perform stripping operations; perform proofing and platemaking operations; perform offset press operations; and demonstrate proficiency in performing finishing/binding operations. The curriculum guide that follows lists a performance objective and the enabling objectives for each of the tasks within a module. The level of instruction is also indicated. (YLB)

ED 354 306 CE 062 983

Business Systems Specialist. Curriculum Guide. Invest in Success.
PUB DATE- Jun 91
NOTE- 222p.; For a related document, see ED 346 275.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Bookkeeping; Business Correspondence; *Clerical Occupations; Competency Based Education; Computer Graphics; Curriculum Development; Data Processing; Data Processing Occupations; Decision Making Skills; Educational Research; Filing; Information Processing; Job Analysis; Job Performance; *Job Skills; Job Training; Keyboarding (Data Entry); Leadership Training; Learning Modules; *Occupational Information; Office Management; *Office Occupations; *Office Occupations Education; Postsecondary Education; Program Content; Reprography; Shorthand; State Curriculum Guides; State Programs; Statewide Planning; Task Analysis; Typewriting
IDENTIFIERS- *Idaho

Under the Idaho state system for curriculum development in vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. This curriculum guide contains a series of 27 modules that comprise the Idaho Program Standards for Business Systems Specialist. It begins with a curriculum framework that provides the program area, program title, Idaho code number, Classification of Instructional Programs code number, major concepts/content, laboratory activities, special note(s), and instructional units. Like all programs developed under the Idaho state system for vocational education, it contains a task list. The task list for this program groups 332 occupational skills or tasks by the following 27 modules: demonstrate employability skills and habits; perform telephone related skills, math computations, keyboarding/typewriting activities, filing activities, business records activities, communication activities, and information processing activities; identify consumer economics terms and concepts; perform mail handling activities; demonstrate knowledge of reprographic activities; develop leadership skills; perform decision making activities; perform management and dictation/transcription activities; and perform legal specialty, medical specialty, information processing specialty, word processing specialty, insurance specialty, desktop publishing specialty, accounting specialty, telecommunications specialty, data processing specialty, networking specialty, records management, and computer graphics design principles activities. Each module contains performance objectives and enabling objectives for each task contained within the module. (YLB) a technical education alternative to the college preparatory program articulated with a two-year postsecondary associate degree program. The tech prep program should run parallel to the college preparatory program, it should build an advanced skills technical education, and it should incorporate real-life applications of the curriculum using a competency-based approach designed to provide employability skills. Many different models of tech prep have been proposed, such as the Center for Occupational Research and Development's Tech Prep/Associate Degree program, which encompasses kindergarten through lifelong learning; the Perkins Act model; and the Indiana model. Several delivery systems for tech prep can be synthesized from these approaches. Although technology education would be assumed to be a part of tech prep, the literature does not support this position. Therefore, technology educators must make an aggressive effort to be included in tech prep. Nine propositions for the relationship of technology education to tech prep should be considered as the tech prep model is developed. (Contains 26 references.) (KC)

ED 354 324 CE 063 024

Harris, Gerald W.
Secondary Student Recruitment: Challenge for a Rural Area Vo-Tech School.
PUB DATE- 7 Dec 92
NOTE- 8p.; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 4-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Career Awareness; Career Choice; Career Counseling; Career Planning; *College School Cooperation; Education Work Relationship; High Schools; High School Students; Rural Schools; *Student Recruitment; Vocational Education; *Vocational Evaluation; Vocational Interests; *Vocational Schools
IDENTIFIERS- Career Occupational Preference System; *Oklahoma Northwest Area Vocational Technical Sch

Recruiting students for the Oklahoma Northwest Area Vocational-Technical School (ONAVTS) is extremely challenging, primarily because the district covers 3,000 square miles of sparsely populated farm and ranch land with a feeder population of only 256 juniors and seniors available annually. To compete with a newly required high school graduation exit test and stiffer course requirements for high school graduation and college entrance, administrators at the ONAVTS stress how their vocational programs can contribute not only to the students' academic background through basic skill enhancement, but also to their career development and future occupational plans. The recruitment process includes the following: (1) every eighth-grade student in the feeder schools participates in a career exploration activity conducted by a vocational-technical counselor and involving an interest inventory with results shared with students and parents; (2) sophomores take the COPSystem (Career Occupational Preference System) Assessment (an ability test, interest inventory, and a work values inventory); (3) sophomores tour the ONAVTS campus, where they are helped to interpret that assessment and participate in learning activities using the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the Oklahoma Career Search database; (4) sophomores visit one or more

*Educational Change; Educational Research; Higher Education; Literature Reviews; Postsecondary Education; *Program Content; Program Development; Secondary Education; *Teacher Education; Teacher Educators; *Technology; *Technology Education
IDENTIFIERS- International Technology Education Association

A sample of industrial teacher educators (n=392) responded to a questionnaire on technology teacher education reform, two segments of which focused on the nature of technology and on the subject matter of technology education. A literature review had shown that a philosophical discussion continued to characterize the field of technology education; the field of philosophy of technology and the science/technology/society movement were also preoccupied with the struggle to set forth a coherent epistemology of technology. Responses to the survey were via Likert-type scales. Data were analyzed using factor analysis and stepwise regression analysis. Factor analysis resolved items pertaining to the nature of technology into six factors, the predominating one being applied science. The subject matter of technology was resolved into seven factors, with innovative curricula predominating. Regression analyses revealed membership in the International Technology Education Association to be the most consistently significant independent variable predicting factors relating both to the nature of technology and the subject matter of technology education. (Appendixes include 30 references and 8 data tables.) (Author/YLB)

ED 354 341 CE 063 050

Wicklein, Robert C.
Critical Issues and Problems in Technology Education.
PUB DATE- Dec 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Design; *Curriculum Development; Delphi Technique; Educational Change; Educational Development; *Educational Planning; Educational Research; Futures (of Society); *Interdisciplinary Approach; *Needs Assessment; Postsecondary Education; Program Content; *Program Development; Secondary Education; Strategic Planning; *Technology Education; Trend Analysis

The purpose of a study was to identify the critical issues and problems that are and will be affecting the progress of the technology education discipline. The study used a four-round Delphi technique process to ascertain and prioritize the critical issues and problems in technology education. The panel consisted of seven secondary teachers, nine teacher educators, and nine secondary and collegiate administrators. In the first Delphi probe, panel members identified 580 items. Key descriptors were identified from each entry and grouped according to like classifications under each section of the study. Upon completion of the classification process, there were 17 items in the present issues section, 21 in the future issues section, 43 items in the present problems section, and 24 items in the future problems section. During the second Delphi probe, panel members selected and prioritized the top 15 critical issues or problems. During the third Delphi probe, panel members compared their previous analyses with the identified top issues and problems of the overall group and ranked them again. Major changes were made in each section.

technologies in the various trades. Program options include 5 core areas of instruction that expand into 17 career fields: graphic arts and drafting, electricity and electronics, metal manufacturing, wood construction, and automotive/power. The technology education budget derives from several resources that support the entire program: district budgets, student fees, levy dollars, and state and federal vocational education reimbursement. The process of implementing the career education and technology education programs involves the following: aiding in infusion of career education throughout the district's various curricular offerings; focusing the teaching of technology education through an appropriate and effective curriculum; developing course instructional improvements; facilitating instruction; providing technical assistance; and assisting in personnel selection. All courses are electives, except in grades 6 and 7. Future plans call for increased use of technology, a new laboratory, continuation of efforts to ensure relevance of curriculum content, acquisition of modern equipment, and increased efforts in measuring student achievement. (Appendices include career avenues model, curriculum flowchart, textbook list, advisory committee, and enrollment figures by school and districtwide.) (YLB)

ED 354 360 CE 063 078

Home Economics/Health Grades 6-12. Program Evaluation.
PUB DATE- 30 Nov 92
NOTE- 59p.; For related documents, see CE 063 076-077.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Child Care Occupations; Competency Based Education; Consumer Science; *Educational Finance; Educational Planning; Elective Courses; Enrollment; Enrollment Influences; Family Life Education; Fashion Industry; Food Service; *Health Education; *Home Economics; Intermediate Grades; Middle Schools; Nurses; *Occupational Home Economics; Practical Nursing; Program Descriptions; Program Evaluation; *Program Implementation; School Districts; Secondary Education; Textiles Instruction
IDENTIFIERS- Des Moines Public Schools IA

Home economics programs are offered to students in grades 6-12 in the Des Moines INdependent Community School District (Iowa). Programs at the middle school level are exploratory, leading to occupational training in family and consumer science, child care, food service, and textile and fashion arts at the high school level. Health education programs emphasize personal health and wellness as well as provide training to become a practical nurse. Competency-based curriculum is offered in all home economics and health courses. Instruction includes laboratory and on-the-job training. Funds to support the home economics and health programs comes from district budgets, student fees, and state and federal vocational education reimbursement. The responsibility of the home economics/health supervisor is to promote the development, implementation, and evaluation of home economics programs and health programs at the secondary level. Home economics and health classes at the high school level are elective programs. Programs serve an average of 21 percent of the student body each semester, with male students making up 21 percent of the total home economics enrollment. New equipment has been added, and new facilities have been created for the child care, food service, and health careers programs at Central Campus. Future plans call for regular updating of curriculum and equipment, evaluation and technology. This guidebook used by the teachers in the project lists the businesses investigated, the contact person at each site, a description of the worksite, the basic skills used on the jobs, the technical skills used in the jobs, and suggested applications to the classroom and the school district. Questions to be answered by students on field trips to the companies are also included. (KC)

ED 354 377 CE 063 110

Kuo, Mike Chu-Hsun
The Enterprise Training System and Training Content Analysis of Selected Manufacturing Companies in Taiwan, R.O.C.: A Case Study.
PUB DATE- 7 Dec 92
NOTE- 14p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Case Studies; Economic Development; *Educational Needs; Foreign Countries; *Futures (of Society); *Job Training; *Manufacturing Industry; *Organizational Development; Technological Advancement
IDENTIFIERS- *Taiwan

A study investigated the current enterprise training system in Taiwan and proposed suitable training suggestions for manufacturing industry through a carefully designed case study. Literature review and field study were used to gather research data. Interviews were conducted at four large manufacturing companies during the period October 1990 to January 1991. Content analysis was used to report the survey findings and to integrate the significant factors for the proposed training model. The study concluded that large manufacturing companies in Taiwan are facing new challenges that come from international competition, changes in the work force, technological advancement, and lack of appropriate training models. Therefore, the training system of the manufacturing industry and its training course content must be revised. Global skills, collaboration, accountability, support for training, and employees' attitude development are the key concepts and the most important components for enterprise training in the manufacturing industry. (Contains 12 references.) (Author/KC)

ED 354 378 CE 063 111

Fritz, Robert L.
A Study of Cognitive Skills and Orientation among Secondary Marketing Education Students in Central Georgia.
PUB DATE- 7 Dec 92
NOTE- 15p.; Paper presented at the American Vocational Education Research Association Session at the American Vocational Association Convention (St. Louis, MO, December 7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; *Cognitive Style; *Critical Thinking; Employment Qualifications; Females; *Field Dependence Independence; High Schools; High School Students; Males; *Marketing; Occupational Aspiration; *Problem Solving; Sex Differences; Thinking Skills

renewal. (Contains 58 bibliographic references and 60 endnotes.) (YLB)

ED 354 394 CE 063 134

Flynn, Patricia M.
Competitive Strategies of States: A Life-Cycle Perspective. EQW Working Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Competition; Dislocated Workers; *Economic Development; Emerging Occupations; Employment Opportunities; Guidelines; Industrial Structure; Job Development; Job Skills; *Labor Force Development; Models; Organizational Change; Organizational Development; Productivity; *State Programs; *Statewide Planning; *Strategic Planning; Technological Advancement; Unemployment
IDENTIFIERS- *Production Life Cycle Models

This paper demonstrates that production life-cycle models provide a conceptual framework to analyze systematically the interrelationships between industrial and technological change and human resources. Section II presents the life-cycle model, focusing on its implications for the types and level of employment and skill requirements in an area. Section III uses the life-cycle framework to assess the evidence on and implications of various state programs designed for the recruitment of firms, high tech job creation, and assistance to established firms. Trends in state efforts, life-cycle implications, and potential of the state strategies are discussed for each program type. Section IV provides guidelines for states in developing effective competitiveness strategies for each of three steps: state employment assessment, inventory of state resources, and strategic thinking about employment and work force needs. The final section presents conclusions that emerge from the analysis. It focuses on defensive and proactive state actions and their long-term implications as well as on evolving responsibilities in preparing a high quality work force. The states' roles in two major areas in which labor market adjustments spill beyond the boundaries of the firm are also discussed: the skill transfer process and displaced workers. (Contains 105 references.) (YLB)

ED 354 395 CE 063 136

Workplace Skills Enhancement Program. Dissemination Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 92
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Curriculum Development; Educational Cooperation; *Inplant Programs; Job Training; *Literacy Education; Needs Assessment; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Staff Development; Student Recruitment; Task

document, include more detailed descriptions of the program and forms used in training. They consist of the following: (1) definitions; (2) academic occupational requirements; (3) cooperative education agreements; (4) statements of understanding; (5) orientation guide; (6) sample position descriptions; (7) sample performance standards; (8) sample training plan; (9) work period appraisal; (10) sample personnel forms; (11) sample vacancy notice; and (12) qualification standards. (KC)

ED 354 412 CE 063 162

Portraits of Excellence. The Secretary's Awards for Outstanding Adult Education and Literacy Programs.
PUB DATE- Oct 92
NOTE- 21p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Awards; *Demonstration Programs; Evaluation Criteria; *Literacy Education; Program Descriptions; *Program Implementation
IDENTIFIERS- *Secretary of Education Recognition Program

This booklet describes 10 outstanding adult education and literacy programs, one for each of the country's 10 geographic regions, that won awards from the U.S. Secretary of Education in 1992. The winners embody the best elements of how the adult learning system will move the nation to meet the National Education Goal for Adult Literacy and Lifelong Learning (Goal 5), so that every adult American will be literate and possess the kind of workplace skills necessary to compete in an ever-changing world. Each one-page program description presents the program's outstanding features and provides the name, address, and telephone number of a contact person. Photographs are included in each description. The booklet also summarizes the background of the awards, gives the 10 key characteristics used to distinguish excellent programs in the 1992 competition, and lists the regional runners-up. The programs are as follows: (1) Adult Academy Center for Public Service, Brown University, Providence, Rhode Island; (2) Rochester Family Learning Center, Rochester, New York; (3) Arlington Education and Employment Program, Arlington, Virginia; (4) Worksite Education Program, Louisville, Kentucky; (5) The Adult Education and Literacy Program, Township High School, District 214, Arlington Heights, Illinois; (6) Adult Basic Education Program, Dona Ana Branch Community College, Las Cruces, New Mexico; (7) Parkway Area Adult Basic Education, Creve Coeur, Missouri; (8) The Adult Learning Center, Western Wyoming Community College, Rock Springs, Wyoming; (9) Pima County Adult Education, Pima County Superintendent of Schools, Tucson, Arizona; and (10) Adult Literacy Project, Tacoma Community House, Tacoma, Washington. (KC)

ED 354 413 CE 063 163

Frazier, Franklin
U.S. and Foreign Strategies for Preparing Noncollege Youth for Employment. Statement before the Subcommittee on Education and Health, Joint Economic Committee. Testimony.
PUB DATE- 14 Jun 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Community Colleges; *Fear of Success; Predictor Variables; Sex Differences; Sex Role; Two Year Colleges; *Two Year College Students

Results of previous studies have demonstrated the prevalence of fear of success (FOS). Originally thought to be a gender-related construct pertaining to women, studies have also found FOS was experienced by men, sometimes even more so than by women. Recent researchers have attributed FOS more to the Bem Sex Role for individuals who are traditional feminine or undifferentiated than for traditional masculine or androgynous individuals. This study examined fear of success among community college students (N=160), including 98 female and 62 male students. The community college serves a predominantly rural area. Four instruments were used: Fear of Success Scale; Bem Sex Role Inventory, Short Form; Personal Attributes Inventory; and a demographic sheet. The results of the study appeared to support these generalizations: (1) females have more fear of success than males; (2) there is no association between Bem Sex Role and fear of success; (3) there is no association between self-esteem and fear of success; (4) there is no association between age and fear of success; (5) there is no association between college classification and fear of success; (6) there is no association between grade point average and fear of success; and (7) there is no association between family structure and fear of success. (ABL)

ED 354 431 CG 024 773

Krause, Elizabeth W.
Power Statements in Therapy: Implications for Women Counseling Men.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling; Counselor Attitudes; *Counselor Client Relationship; *Counselor Qualifications; Higher Education; Individual Power; *Sex Differences; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Experts

In the counseling process the use of power as a therapist influence strategy has not been demonstrated. The purpose of this study was to investigate whether women and men prefer different types of power statements made by female and male therapists in an initial therapy session with male clients. Subjects (N=153) were undergraduates enrolled in English classes at the University of Tennessee, including 70 female and 83 male students. Subjects read a counseling scenario of an initial therapy session and were asked to choose the response they preferred the therapist to make. Respondents selected either an expert therapist response or a transformational therapist response. Comparisons were made based on the gender of respondents who read the scenario, the gender of the therapist in the counseling scenario, and the type of power/influence strategy selected by the respondents. Results of a chi-square analysis indicated that there were no significant differences between male and female respondents' preferences for expert power or transformational power, catastrophic to the victim, devastating to sibling bystanders, incapacitating to the spouse, and damaging to the perpetrator. The need for further attention to spousal dynamics in incest is overdue: the victim and perpetrator have claimed the most attention to the neglect of the spouse and her role. Spouses are often awarded sole custody of incested children and while the perpetrator may be removed from the home due to legal action, or serve time in a prison setting, the spouse remains in the home. To remove the proximal cause of incest is not sufficient to guarantee the future safety of the victim. Spousal dynamics need examination and attention to prevent further, subsequent re-incesting of the victim, or a perpetuation of the dynamics that could lead to younger siblings being victimized. (ABL)

ED 354 450 CG 024 792

Dropout Prevention Initiatives FY 1986 to 1990.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; *Dropout Prevention; Elementary Education; Elementary School Students; High Schools; High School Students; Middle Schools; Program Effectiveness; Secondary Education; Secondary School Students
IDENTIFIERS- Middle School Students; *New York City Board of Education

In 1985-86 two major attendance improvement/dropout prevention programs were initiated in selected New York City middle and high schools with attendance rates below the citywide median. The following year, a limited number of elementary schools were added to the program making a total of 36 high schools, 98 middle schools, and 5 elementary schools. In the first 4 years of the program over 150,000 students were served. The programs were evaluated each year. The evaluations revealed that the programs failed to meet their goals of improved attendance and academic achievement by a majority of participants. The evaluation indicated: (1) less than 40% of the high school students improved their attendance each year; (2) in the middle schools less than half of the students improved their attendance each year in the Dropout Prevention Program and in 2 out of 3 years in the Attendance Improvement Dropout Prevention program; (3) in the high schools, less than 45% of the students increased the number of courses they passed; and (4) elementary school programs were more effective than the middle or high school programs. Among the recommendations of the evaluation were: restructure the school experience for at-risk students; encourage the schools to use school-based planning/shared decision-making in developing dropout prevention plans; and provide professional development training to teachers and from other staff members who are unaccustomed to working with at-risk students. (ABL)

ED 354 451 CG 024 793

Williams, Linda Meyer; Finkelhor, David
The Characteristics of Incestuous Fathers.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 31 Jul 92
NOTE- 84p.

educational progress from grades K-12. Chapter 2 examines the early psychosocial development of Black males. Chapter 3 discusses Black culture and its role in the development of the Black male. Chapter 4 is comprised of four Empowerment Training Modules that provide specific instructions on implementing a variety of approaches. Module 1 describes "The Young Lions," an empowerment program for Black males in grades 3-6. Module 2 describes "Black Manhood Training," a counseling program designed to promote the transition from boyhood to manhood of adolescent Black males. Module 3 is concerned with tapping respected elders in the community as male role models for Black youth. Module 4 addresses problems for Black male students that exist in the educational system and describe counselors' roles in educational advocacy. The four modules include listings of resources. Chapter 5 is a call to action for school counselors and related professionals that presents a comprehensive plan for the empowerment of young Black males. This book is designed as an action manual for school counseling professionals. The appendixes provide four poems and three classroom activities. (Contains 55 references.) (ABL)

ED 354 469 CG 024 811

Jones, Jayme M.; Muehlenhard, Charlene
Using Education To Modify Students' Attitudes toward Rape.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Instructional Effectiveness; *Prevention; *Rape; Sex Differences; *Student Attitudes

The prevalence of rape points to a need for effective prevention strategies. Ultimately, however, preventing rape necessitates changing men's attitudes and behavior. This study investigated the effects of a lecture aimed at changing the attitudes of men. Also investigated were the effects of lecturer sex (male, female, or male-female team or no one--the no-lecture control condition) and lecture focus (blaming men or society for rape) on men's and women's attitudes toward rape. Participants were 229 men and 259 women enrolled in General Psychology classes. Questionnaires, which were submitted to all four groups about a month later for a seemingly unrelated study, included Burt's Adversarial Sexual Beliefs Scale, Acceptance of Interpersonal Violence Scale, Rape Myths Acceptance Scale, and Muehlenhard and Felts' Sexual Beliefs Scale. The classes received a lecture on rape as a normal part of the course; the lecture was given during regular class time and the students were unaware that the lecture was part of the study. Students rated the male lecturers as being more effective and fair than the female lecturers. Female students rated the lecturer as more fair and effective than did males, and females thought that men needed to change more than did males. Students who heard the lecture had attitudes that were significantly less tolerant of rape than did the no-lecture control classes. Both the sex of the lecturer and the type of the lecture had small and inconsistent effects. Females had attitudes that were less supportive of various rape myths than did males. (ABL)

ED 354 470 CG 024 812

The Vocabulary Conundrum. Technical Report No. 570.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Clues; Elementary Secondary Education; Instructional Effectiveness; Literature Reviews; Reading Research; *Vocabulary Development
IDENTIFIERS- Educational Issues; *Words

Research often underestimates the vocabulary resources of the English language and, hence, the size of students' vocabularies and the rate of their vocabulary growth, by failing to take into account words that are not thought of as "general vocabulary," but that are essential to comprehension. These words include proper names, words with multiple meanings, idioms, and compounds and derivatives whose meanings are not fully predictable from the meanings of their parts. Research on vocabulary growth suggests that the average student learns from 2000 to 3000 words per year, and that many students learn at twice that rate. Although the likelihood of learning any particular word from context is relatively low, a moderate level of daily reading can lead to gains of several thousand words per year, a rate of learning beyond the reach of any vocabulary-building approach that attempts to cover words one at a time. A fundamental weakness of conventional approaches to vocabulary building is that they simply cannot cover a sufficient volume of words without exceeding reasonable limits on time. A second weakness lies in the limitations of definitions. Although definitions play an important role in most vocabulary instruction, educators tend to underestimate: (1) the difference between knowing a definition and knowing a word; (2) the shortcomings of many of the definitions found in glossaries and school dictionaries; and (3) the difficulty that students have interpreting definitions. Vocabulary instruction that promotes word consciousness, a sense of curiosity about word meanings, appreciation of nuances of meaning, independence in word analysis, and wide, regular reading appears to be superior to conventional instruction. (Author/RS)

ED 354 490 CS 011 197

Commeyras, Michelle; And Others
What Do Classroom Teachers Think about the 1992 NAEP in Reading? Technical Report No. 571.
SPONS. AGENCY- National Academy of Education, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 29p.; For the "Reading Framework," see ED 341 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; National Surveys; Questionnaires; *Reading Ability; *Reading Achievement; Reading Research; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *National Assessment of Educational Progress

A study examined teachers' reactions to the conceptual framework developed and used in designing the 1992 National Assessment of

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; English Instruction; Higher Education; *Peer Evaluation; Peer Teaching; *Portfolios (Background Materials); *Self Evaluation (Individuals); Student Attitudes; Student Evaluation; *Writing Achievement; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Writing Development

Writing portfolios, which provide samples of a student's writing over a period of time, are an excellent vehicle for giving faculty a new resource for teaching students self assessment. Since the portfolios include concrete evidence of a variety of writing assignments, students also learn that writing is a developmental process. This development can be most provocatively demonstrated by having students look at their first assignment next to one near the end of the course, an activity which tends to convince even skeptics that they are improving. To institute a course that involves student peer evaluation, a diversity of assignments is the most useful. The initial assignment should be open to students, allowing them to demonstrate their own strengths and weaknesses, and may include a self-assessment as writer. Students must be taught the language and vehicles of assessment, meaning that criteria should be spelled out clearly. The teacher's goal should be to establish, announce, model and use the criteria for evaluation throughout the term. Students should, near the end of the term, prepare their portfolios for classroom use. After careful self-assessment, the student and teacher negotiate long and short term writing goals for the student. The overall process shows students that they can take ownership of their learning to become writers, and student end-of-term comments illustrate the usefulness of portfolios, especially in showing students how they have progressed in concrete terms. (HB)

ED 354 510 CS 213 660

Skjonsberg, Kari
Postmodernism in Youth Literature--A Road Away from the Reader?
PUB DATE- Jul 92
NOTE- 15p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Audience Awareness; Childrens Literature; English Curriculum; English Instruction; Library Role; Secondary Education
IDENTIFIERS- Historical Background; *Postmodernism

The prototype of the modern youth novel emerged in the second half of the 19th century, and books written specifically for either male or female youths often covered similar storylines and themes, usually educational in purpose. Changes in the readership emerged rather slowly, but a dramatic shift in ideas about children's literature was inspired by the events of 1968, when the problem-oriented youth literature was born. Typical books of this genre consistently covered the same topics: alcoholics, abortion, death, divorce, drugs, juvenile delinquency, mental and physical handicaps, sexuality, suicide, war, etc. But soon after this, writers began experimenting with concepts drawn from postmodernism, including the notion of fragmentation, the loss of traditionally valued qualities like to consider counter examples which might enlarge the range of reasoning. The question of whether or not an instructor can respond to student writing in a non-judgmental way is widely debated by teachers. Good writing teachers must foster the ability to listen reflectively to what the student is trying to say. To balance this, however, teachers should exhort their students to remember the reader by encouraging the reader to keep on reading. College freshmen have often come to dislike English and writing classes. Thus, one other goal should be to teach students to like writing, and consequently to let them know that a writing teacher believes in them as communicators. (HB)

ED 354 529 CS 213 696

Napier, Georgia; Ali, Munir
An Analysis of the Need Fulfillment Imagery in Children's Folk Tales.
PUB DATE- 13 Nov 92
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; Children; *Childrens Literature; Content Analysis; *Folk Culture; *Imagery; *Individual Needs; Values Education; Writing Research
IDENTIFIERS- Childhood Experiences; *Folktales

A study described the need fulfillment imagery found in selected versions of folk tales for children. The needs identified were physiological, safety, love, achievement, knowledge, change, and aesthetic. Forty individual books published since 1960 under the broad category of folklore and available in the United States were content analyzed. Results indicated that: (1) all the needs identified as children's basic human needs received attention in the stories analyzed, with safety imagery receiving the most attention; (2) life was portrayed in these tales as it is in the real world; and (3) the folk tales suggested resolutions to problems that a child might encounter on his or her way to growth and maturity. Findings suggest that folk tales can be used with children to enrich their experiences, help them understand the world around them, and strengthen their sense of justice and morality. (Two tables of data are included. An appendix lists the tales which were analyzed; 13 references are attached.) (RS)

ED 354 530 CS 213 698

Craft, Julia
Sex Stereotypes in Children's Literature.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Elementary Education; English Curriculum; *English Instruction; Foreign Countries; *Reading Instruction; *Sex Bias; *Sex Stereotypes; Social Attitudes
IDENTIFIERS- Cultural Sensitivity; Male Female Relationship

The problem of sex stereotyping in children's literature has been around for as long as the genre itself, but it was brought to entry-level skills in reading, writing, speaking, listening, and thinking. However, there is a much earlier precedent, and George Jardine, professor of logic and philosophy at the University of Glasgow from 1774 to 1826, should figure prominently in any history of collaborative learning. Jardine's pedagogical plan describes (1) the role of the teacher in the peer-editing process; (2) the rules peer-editors should follow; (3) methods of reporting criticism to the author and other class members; (4) ways to solve difference of opinion between critic and author; and (5) the advantages of such a system of examination. Jardine's work reflects that of more recent collaborative learning theorists like Bruffee and Jerome Bruner who assert that learning is essentially a social act. Jardine's methods of instruction and curriculum revision bear directly on the theory of language and the means of improving the power of communication by writing rather than by speech. (SAM)

ED 354 547 CS 213 723

Tindall, James
Sudden Fiction: What Is It?
PUB DATE- 16 Dec 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- Authors; Creative Writing; Higher Education; *Literary Genres; Student Writing Models; *Twentieth Century Literature
IDENTIFIERS- Literary Magazines; *Sudden Fiction

Initially an assignment for a library science class, this paper presents various definitions of the current creative writing phenomenon called "sudden fiction" (very short short stories with concise character sketches, and terse tales limited in length to several pages). The paper includes: (1) a list of well regarded sudden fiction anthologies; (2) a list of reviews of those anthologies; (3) a reference to additional collections of stories by such writers as Robert Coover, Ernest Hemingway, Franz Kafka, and Guy de Maupassant recommended by informed scholars in the field; and (4) a list of periodicals (including editors' names) that publish sudden fiction. (SAM)

ED 354 548 CS 213 724

Cullinan, Bernice E., Ed.
Fact and Fiction: Literature across the Curriculum.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; *Content Area Reading; *Cultural Differences; Elementary Education; Elementary School Teachers; Fiction; Literature Appreciation; *Mathematics Instruction; Middle Schools; Multicultural Education; Nonfiction; *Science Instruction; *Social Studies; Supplementary Reading Materials; *Whole Language Approach
IDENTIFIERS- Historical Fiction; *Trade Books

Designed to inspire teachers to explore trade books in new ways, this book presents chapters dealing with historical fiction, they study. (Contains 16 references.) (SAM)

ED 354 568 CS 508 082

Ferris, Jim
A Review of Communication Research on Graduate Teaching Assistants.
PUB DATE- 30 Oct 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Graduate Students; Higher Education; Literature Reviews; *Speech Communication; *Teaching Assistants
IDENTIFIERS- Communication Strategies; Professional Concerns

Noting that teaching assistants (TAs) play a particularly important role in speech communication, this paper reviews and categorizes relevant communication research from 1979 to 1991. The paper notes that research by speech communication scholars relevant to communication in teaching assistant training falls into three categories: studies specifically investigating communication factors in TA training and development; descriptions of and prescriptions for TA training programs; and theoretical explorations into TA training and development. The paper briefly discusses a number of communication factors (grouped around the developmental level and communication characteristics of the TA, socialization factors, and the TA's relationship with supervisory and other faculty members) that are particularly significant for further investigation. The paper concludes with suggested methodological approaches and theoretical perspectives that should be used to guide speech communication scholars in future programmatic research on TA training. (Contains 48 references.) (RS)

ED 354 569 CS 508 084

Russell, Bruce W.
The Effect of Computer-Generated Instructional Feedback and Videotape on the Speaking Performance of College Students in a Basic Speech Course.
PUB DATE- Oct 92
NOTE- 21p.; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Communication Skills; *Computer Managed Instruction; *Feedback; Higher Education; *Speech Communication; *Student Evaluation; *Teacher Response; Undergraduate Students; *Videotape Recordings

The purpose of this study was to determine the effectiveness of a computer-generated feedback system when used in conjunction with an analysis of videotaped performances of students' speeches and model speeches. Subjects, 112 university students enrolled in 9 sections of a required undergraduate public speaking course, were randomly assigned to 1 of 4 groups: group 1 received handwritten feedback before viewing their videotape; group 2 received handwritten feedback after viewing their

School Supervision; *Teacher Administrator Relationship;
Teacher Characteristics; Teacher Participation; *Teacher Role;
Teacher Salaries; Unions

Teachers need flexibility to adapt to the uncertain situations and unique needs they confront in their classrooms. Most efforts to reform public education address the needs of teachers at the expense of administration--and vice versa--reinforcing the tangled relationships and patterns of compromise and conflict they are meant to solve. This book analyzes the nature of the relationships between individual professionals and the organizations that employ them and examines the pressures that are emerging to redefine those relationships. The authors present a new perspective on the work of teachers, the management of schools, and the efforts to reform them. Eight chapters comprise the book and are entitled: (1) "Introduction: Professionals in Bureaucracies"; (2) "The Work of Teachers"; (3) "Autonomy and Control"; (4) "Restructuring the Job of Teaching"; (5) "Compensating Teachers"; (6) "Structuring Participation"; (7) "The Changing Role of Unions"; and (8) "Conclusion: Restructuring Relationships in Schools." An index is included. (Contains 316 references.) (RR)

ED 354 587   EA 024 578

Sarason, Seymour B.
The Predictable Failure of Educational Reform: Can We Change Course before It's Too Late? The Jossey-Bass Education Series and the Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 90
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cooperative Learning; *Educational Change; *Educational Environment; Elementary Secondary Education; *Power Structure; *School Restructuring

Schools have been intractable to change and the attainment of goals set by reformers. A major failure has been the inability of reformers to confront this intractability. As a result, each new wave of reform learns nothing from earlier efforts and comes up with recommendations that have failed in the past. Nine chapters explore why reform efforts are not working. Chapter 1, "Confronting Intractability," discusses the inability of reformers to confront the intractability of schools to past efforts at change and why that omission dooms present efforts. Chapter 2, "Conceptualizing the Educational System," takes up the different obstacles that those within the school culture encounter. Chapter 3, "Internal and External Perspectives on the System," concerns the nature of power relationships in schools. Chapter 4, "Altering Power Relationships," takes up the issues surrounding the question of who should be involved in educational decision making. Chapter 5, "Case in Point: Power Relationships in the Classroom," asserts that unless changes in power relationships among different levels of educational personnel are concomitant with altering power relationships in the classroom, the goals of reform will not be realized. Chapter 6, "Obstacles to Change," presents five examples to illustrate why efforts at educational change are rarely successful. Chapter 7, "Reform Efforts: Implementation, Imitation and Replication," takes up the differences between the imitation and replication of presumably successful change efforts and describes why true replication is

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Freedom; Accessibility (for Disabled); *Civil Rights; *Constitutional Law; Disabilities; Discipline Policy; Due Process; Elementary Secondary Education; Freedom of Speech; Principals; Public Schools; *School Law; Search and Seizure; Sex Discrimination; Special Education; State Church Separation; *Student Rights; Teacher Dismissal; *Teacher Rights

The principal is faced with myriad legal issues on a daily basis, making it imperative that he or she keep abreast with developing legal issues. The first of four sections, "Students and the Law," surveys federal statutes and landmark Supreme Court decisions pertaining to the rights of students. It addresses legal issues regarding search and seizure, freedom of expression, dress codes, student discipline and due process, academic sanctions, and child abuse. Section 2, "Special Education and the Law," reviews legal issues involving disabled students, their parents, and schools in light of decisions of the Court and the Individuals with Disabilities Education Act. Among issues addressed are eligibility and appropriate education; individualized education plans; transition for individuals with disabilities; discipline; related services, including school health services, physical and psychological therapy, transportation, and assistive technologies; infectious diseases; and barrier-free facilities. Section 3 "Teachers and the Law," discusses censorship and academic freedom, sexual harassment in the workplace, performance evaluations, documentation for teacher improvement or termination, marginally effective teachers, dismissal procedures, teacher certification, student inquiry, and sports law. Section 4 "Schools and the Law," outlines current legal interpretations regarding professional liability and negligence; copyright law; devotional activities in public schools; religion in the curriculum; educational curriculum and legal issues (removal of materials from the instructional program and library, evolution science vs. creation science, sex education, and bilingual education); home instruction; equality and reform; legal issues for school reform; school finance (school funding equity and adequacy, funding church-affiliated schools); and legal ramifications in the coming decade (free speech, equal access, invocations and benedictions). (TEJ)

ED 354 607 EA 024 665

Goens, George A.; Clover, Sharon I. R.
Mastering School Reform.
PUB DATE- 91
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Change Strategies; Cost Effectiveness; *Educational Change; *Educational Innovation; Elementary Secondary Education; Holistic Approach; Leadership Qualities; Organizational Change; Organizational Effectiveness; Outcomes of Education; Participative Decision Making; Professional Autonomy; *School Effectiveness; *School Restructuring; Systems Analysis; *Systems Development
IDENTIFIERS- *Transformational Leadership

School organizations must become responsive and flexible to address rapidly changing social, economic, and demographic conditions. Reform attempts to date have not worked because

Equity and Efficiency Issues; (5) Issues in Curriculum and Instructional Effectiveness; (6) Capacities for Planning and Management of Education; (7) The Resource Base for Education; (8) Non-Governmental Support for Education; and (9) "Summary Findings. The report comments on problems with the existing educational system and how to address them, priorities for resource allocation, strengthening system capacities, and policy issues. The appendixes include a numerical comparison between the existing and proposed organizations, a description of non-governmental organizations' activities in education, and a map of Namibia. (Contains 51 references.) (JPT)

ED 354 625 EA 024 699

Locher, Uli; And Others
Haiti: Incentives To Improve Basic Education (IIBE)--Project Bilaterial d'Education (PROBED). Midterm Evaluation.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Jun 89
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer System Design; *Educational Administration; *Educational Improvement; *Educational Planning; Educational Quality; Educational Research; Efficiency; Elementary Education; Foreign Countries; Private Schools; Public Sector; *Resource Allocation
IDENTIFIERS- Agency for International Development; *Haiti; *Incentives to Improve Basic Education (Haiti)

Haiti's Incentives to Improve Basic Education (IIBE) or Project Bilteral d'Education (PROBED) program seeks to stimulate improvements in educational quality and efficiency in private primary schools. The program surpasses other efforts because of: (1) unusually thorough preparation; (2) rapid assumption of management by Haitians; (3) a participatory management system; (4) midpoint transformation from contract to grant structure; (5) contractual links with beneficiaries; and (6) selective links with the public sector. To continue institutional development, IIBE should assess the budgetary and training needs of personnel, coordinate the examination of individuals and unit functions, and allocate resources for the development of the independent sector. To optimize school service delivery, IIBE should accelerate the integration of computer services, impose limits on class size, and adhere to performance contracts. To enhance research and development (R&D), IIBE should facilitate feedback mechanisms, clearly define the research focus, and designate individual responsibility for R&D efforts. Coordination with other donors should be promoted through specific targeting of multilateral assistance, developing formal contacts in a low-profile manner, and establishing contacts only with organizations sharing IIBE's objectives. IIBE must also take steps to enhance program management by creating vertical institutional structures to cope with increasing system complexity and cost. (Contains 54 references.) (TEJ)

ED 354 626 EA 024 700

Furman, Gail Chase; Sagor, Richard D.
Washington State Administrative Certification and Cultural Diversity Requirements. Draft.

(qualifications, faculty load, faculty development, and faculty evaluation); (6) governance (relationship of program to institution, authority/autonomy, structure and administration, and planning); and (7) resources (personnel, fiscal, facilities, library, equipment, and supplies). (JDD)

ED 354 643   EC 301 810

Digest of Standards Relating to Personnel Preparation Programs in Special Education and Related Services Issued by the States.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 705p.; For related documents, see EC 301 808-811.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Certification; College Faculty; Curriculum; *Disabilities; Elementary Secondary Education; Eligibility; *Evaluation Criteria; Governance; Higher Education; Professional Education; *Program Evaluation; Pupil Personnel Services; Resources; Special Education; *State Standards; Student Characteristics; Teacher Characteristics; *Teacher Education

This digest contains summaries of accreditation standards relating to the personnel preparation programs in special education and related services in 29 states and the District of Columbia that responded to a request for materials. Each state's information is presented within seven categories: (1) eligibility of programs for accreditation; (2) curriculum (overall institutional, core curriculum, and other special requirements); (3) relationship to the world of practice (clinical and field-based experience, follow-up of graduates, and relationship with the field); (4) students (admission, monitoring, advisory services, exit criteria, multicultural groups, and persons with disabilities); (5) faculty (qualifications, faculty load, faculty development, and faculty evaluation); (6) governance (relationship of program to institution, authority/autonomy, structure and administration, and planning); and (7) resources (personnel, fiscal, facilities, library, equipment, and supplies). States included are: Arkansas, California, Colorado, District of Columbia, Georgia, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Virginia, West Virginia, and Wisconsin. (JDD)

ED 354 644   EC 301 811

National, Regional, and State Accreditation and Certification Standards for Special Education and Related Services Personnel: A Summary. Information Bulletin #40. Revised.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 30p.; For related documents, see EC 301 808-810.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Certification; *Disabilities; Elementary Secondary Education;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Disabilities; Elementary Secondary Education; High School Graduates; Information Sources; *Measurement Techniques; Models; *Outcomes of Education; *Student Educational Objectives
IDENTIFIERS- Aging Out Process; *Educational Indicators

This document presents a model of school completion outcomes and the indicators of these outcomes for all students, including students with disabilities. School completion is defined in a number of ways, including Grade 12, end of school, and time of "aging out" of eligibility for educational services. The document includes a conceptual model in which educational resources influence educational opportunity and process, which in turn influence the school completion outcome domains, which have a return influence on both the resources and opportunity/process. Outcome domains include: presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. Several outcomes are listed for each domain, and several possible indicators are listed for each outcome, with indicators generally being percentages or rates representing outcomes. Steps toward identifying sources of data for indicators are then outlined. The document concludes with an outline of plans to identify outcomes and indicators for several other developmental levels, a list of contributors to the development of school completion outcomes, and a list of six supporting documents. (JDD)

ED 354 662 EC 301 838

The Northeast Regional Credential and Rhode Island's Pension Portability Plan. Information Bulletin #37.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; Counselors; Elementary School Teachers; Elementary Secondary Education; *Faculty Mobility; Reading Teachers; *Regional Programs; *Retirement Benefits; Secondary School Teachers; *Special Education; Special Education Teachers; *State Standards; *Teacher Certification; Teaching (Occupation); Vocational Education Teachers
IDENTIFIERS- *Northeast Regional Credential Program

Key facts are provided about the Northeast Regional Credential program which allows greater transportability of teacher certification across state lines. Tight and exclusionary teacher certification rules are seen as related to the high numbers of teachers leaving the profession. This regional credentialling program is an agreement among seven Northeastern states (Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont) which allows educators certified in one state to be employed in any participating state for up to 2 years before being required to meet local certification requirements. Eligible professionals include regular, vocational, and special education teachers; counselors; reading specialists; school administrators; and school support personnel. Special education credentials included are: teachers of the blind and partially sighted;

IDENTIFIERS- Attitudes (toward Disabled); *Oceania; *Pacific Region

This newsletter issue is devoted to summaries of 12 papers on culture and disability issues in the Pacific. The summaries presented span Oceania and are based on papers representing Polynesia, Micronesia, and Melanesia. Papers have the following titles and authors: "Nstasinge: The Sickness of a Small Boy from the Finisterre Range in Papua New Guinea from an Emic (Anthropological) and Etic (Biomedical) Perspective" (Verena Keck); "Culture and Disability in Palau" (Yoichi K. Rengiil and Jane E. Jarrow); "Perceptions of Physical, Mental, and Sensory Disabilities on Woleai and Lamotrek, Carolina Islands" (William H. Alkire); "The Place of Disabled Persons in Rotuman Society" (Jan Rensel and Alan Howard); "The Connection of Ability and Disability on a Subsistence Atoll" (Patrick O'Brien); "Disability in the Western Pacific: Perspectives from Guam" (Rebecca A. Stephenson); "Disability and Rehabilitation in Cross-Cultural Perspective: A View from New Zealand" (Robert J. Gregory); "Diabetes Management: A Polynesian Perspective" (Judith C. Barker). Concluding comments by Linda S. Mitteness emphasize that in a small-scale society, the individual might occupy many productive social roles so that a physical or mental impairment that interferes with one of those roles may not be as devastating as in a large-scale, money economy where employment is the primary source of a person's value. (JDD)

ED 354 682 EC 301 863

Stroul, Beth A.; And Others
Profiles of Local Systems of Care for Children and Adolescents with Severe Emotional Disturbances.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Jul 92
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Agency Cooperation; Case Studies; Children; *Community Programs; *Delivery Systems; Demonstration Programs; *Emotional Disturbances; Family Programs; Financial Support; *Individualized Programs; Models; Program Development; Program Effectiveness; *Social Services
IDENTIFIERS- California (Ventura County); Ohio (Richland County); Ohio (Stark County); Pennsylvania (Northumberland County)

The case studies contained in this document were developed as part of a national project to identify communities that have made substantial progress toward developing comprehensive, coordinated, community-based systems of care for children and adolescents with serious emotional disturbances and their families. After initial identification, communities were further selected for site visits based on such criteria as providing a range of services, having interagency coordinating mechanisms in place, utilizing a child-centered and family-centered approach, and incorporating a community-based system of care. The service delivery systems described in this document are located in four communities: Northumberland County, Pennsylvania; Richland County, Ohio; Stark County, Ohio; and Ventura County, California. Each case study includes an introduction to the project as a whole and a profile of the service delivery system, including the community context, the background and history of the system of care development, philosophy and goals, target population, system organization, system care components, system-level coordination mechanisms, participants. (DB)

ED 354 700 EC 301 885

Position Statements of the Arc. 1992 Edition.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Assistive Devices (for Disabled); Behavior Change; *Civil Liberties; Educational Principles; Employment; *Mental Retardation; *National Organizations; *Normalization (Handicapped); Opinions; Personal Autonomy; Place of Residence; *Position Papers; Prevention; Sexuality; Social Integration
IDENTIFIERS- *Arc (Association for Retarded Citizens); Case Management; Family Needs; Guardianship; Self Advocacy

This monograph presents 15 position statements of The Arc, a national organization for persons with mental retardation. A preamble presents the organization's Mission Statement. Principles and assumptions stressing the uniqueness of all people and the importance of a sense of control over one's destiny are listed. The position statements are then presented, with a brief discussion of the specific issue and then The Arc's position followed by the adoption date. Position statements address: (1) the rights of people who are mentally retarded; (2) quality of services; (3) family support; (4) individual service coordination (case management); (5) integration; (6) self advocacy; (7) sexuality; (8) education; (9) employment; (10) residential living arrangements; (11) behavior intervention; (12) guardianship; (13) prevention; (14) protection and advocacy; and (15) assistive technology. (DB)

ED 354 701 EC 301 886

Siblings: Brothers and Sisters of People Who Have Mental Retardation. Arc Q & A Series.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Jan 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Disabilities; *Emotional Adjustment; *Family Relationship; *Mental Retardation; *Sibling Relationship; *Siblings

Basic information about siblings of people with mental retardation is presented in a question-and-answer format. The following questions are addressed: "Is having a sibling with a disability different than having a sibling who does not have a disability?"; "What are some of the concerns of siblings of people with disabilities?"; "Are there any benefits to being the brother or sister of a person with a disability?"; "What are some positive actions parents can take with their children when there is a sibling with a disability?"; "How does family structure affect siblings?"; and "What is being done to address concerns that siblings may have about having a brother or sister with a disability?" Also provided is a list of three organizational resources and five references. (DB) in second language prosody are given. (Author)

ED 354 722 FL 020 845

Terdal, Marjorie; Brown, Kimberley
Framework for Culture Learning in ESL Teacher Education.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Cultural Awareness; *Cultural Education; Educational Anthropology; *English (Second Language); Higher Education; *Language Teachers; *Methods Courses; Second Language Instruction; *Teacher Education

It is proposed that professional preparation programs for English-as-a-Second-Language (ESL) teachers can help teachers become better cultural observers by drawing on their prior experiences in developing perceptions about their own culture and the classroom culture. A theoretical framework and its application in one ESL teacher education program are described. The theoretical framework is based on the work of cognitive anthropologists, such as Goodenough. The tasks in pre-service ESL teacher training are organized sequentially to help future teachers move from reflection on what has shaped their own world view to designing activities that incorporate a culture studies approach for language classroom use. A three-course methods sequence and a course in culture learning in the language classroom are described, and their role in the larger training program is explained. The structure and chronology of particular assignments, and the way in which they facilitate student transition to the professional role of language educator, are discussed. (MSE)

ED 354 723 FL 020 861

Lang, Margaret F.
The Problem of Mother Tongue Competence in the Training of Translators.
PUB DATE- Sep 92
NOTE- 8p.; Paper presented at a Translation Studies Congress (Vienna, Austria, September 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiolingual Skills; *English; Foreign Countries; Higher Education; *Interpreters; *Language Proficiency; *Language Skills; Reading Skills; Second Language Learning; *Translation; Vocabulary Skills; Writing Skills
IDENTIFIERS- *Heriot Watt University (Scotland); *Native Language

The growing problem of English mother tongue competence is slowly being recognized by teachers in several disciplines, especially by teachers of translation. In a language degree course such as that at Heriot-Watt University (Edinburgh, Scotland), which specializes in teaching translating and interpreting, a high standard of mother tongue competence is essential. While the majority of students arrive in the Department of Languages with a good level of such competence, there are some who, in the early stages of the 4-year course, are in need of assistance.

Instruction
IDENTIFIERS- *Hong Kong; University of Hong Kong

A discussion of Chinese- and English-medium instruction in Hong Kong schools, particularly at the levels of secondary and higher education, focuses on recent recommendations for improved instruction and articulation. The discussion is presented in two parts. The first presents the response of the University of Hong Kong's Language Centre to the Hong Kong education department's report on language improvement in education. This part outlines recommendations for action to improve equality of educational opportunity and academic standards through language policy. Issues concerning opportunity addressed here include the threat of exodus from Chinese-medium public secondary schools, perceived elitism in English-medium instruction, students' choice of language medium, and career and academic prospects related to language medium of education. Concerning academic standards, issues include improvement of secondary school language instruction, instruction in English for academic purposes, and maintenance and enhancement of language standards in the higher education sector. The second part reports on a staff roundtable discussion of those issues. Areas of concern include the use of an independent body to implement recommendations, potential for intensifying elitism in the schools, college preparatory programs, and the option of gradual rather than intensive exposure to English-medium instruction. (MSE)

ED 354 745 FL 020 943

Goldstein, Laurence; Harris, Roy
A Programme for Semantics; Semantics and Its Critics; Semantics Shamantics.
PUB DATE- 90
NOTE- 21p.; For the serial issue from which this paper is analyzed, see FL 020 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; Definitions; Language Research; *Linguistic Theory; *Neurolinguistics; Neurological Organization; Philosophy; *Research Methodology; Scientific Methodology; *Semantics

In a statement-response-reply format, a proposition concerning the study of semantics is made and debated in three papers by two authors. In the first paper, it is proposed that semantics is not the study of the concept of meaning, but rather a neurolinguistic issue, despite the fact that semantics is linked to context. It is argued that semantic research, based in cognitive science, should focus on providing: (1) a neuroscientific account of how the brain processes sensory and other input when that input calls for a verbal response; (2) a psycholinguistic account of the relation of thinking to speaking; and (3) a philosophical/linguistic account of the relation of context to the content of an utterance. In the response, this proposal is criticized as confusing sense with reference and as rejecting common sense in favor of intellectual amusement. The original author's reply answers specific criticisms and identifies inconsistencies in the respondent's work. (MSE)

ED 354 746 FL 020 944

Coniam, David

ED 354 307 CE 062 985

Fundamentals of Dental Assisting and Expanded Functions. Curriculum Guide. Volumes 1-2. Revised. Invest in Success.
PUB DATE- 92
NOTE- 552p.; For a related document, see ED 346 277.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; Curriculum Development; *Dental Assistants; Dental Evaluation; *Dental Hygienists; Dentistry; Educational Research; Job Analysis; Job Performance; *Job Skills; Job Training; *Occupational Information; Postsecondary Education; Program Content; State Curriculum Guides; State Programs; Statewide Planning; Task Analysis
IDENTIFIERS- *Idaho

Under the Idaho state system for curriculum development in vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. Accordingly, a task list for dental assistants was drawn up and used as a basis for revising the curriculum guide for fundamentals of dental assisting and expanded functions. The two volumes of the guide contain seven modules. Module 1, Fundamentals for Dental Assisting, consists of an instructor's guide with teaching guidelines, supplemental module, and a module on introduction to dental materials. Module 2, Applications of Pit and Fissure Sealants, includes a self-study module with course description, evaluation form, informational material, study questions, and references. Module 3, Temporary Crown Restorations, provides an instructor's guide detailing course requirements, materials and supplies; testing procedures; and a student module with course outline, informational material, and study questions. Module 4, Polishing Amalgam, consists of a self-study module with course outline, evaluation form, informational material, study questions, and references. Module 5, Aiding in the Administration of Nitrous Oxide-Oxygen Analgesia, contains an instructor/student module with course outline, informational material, self-examination, and bibliography. Module 6, Taking Alginate Impressions, provides a self-study module with course description, evaluation form, information material, study questions, and references. Module 7, Coronal Polishing, consists of an instructor's guide with a synopsis, outline of kinds of background knowledge students should have, lists of terminology and objectives, student module with course outline, informational material, and study questions. Each module contains a final examination with answer key. (YLB)

ED 354 308 CE 062 986

Nursing Assistant. Curriculum Guide. Invest in Success.
PUB DATE- Apr 92
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Clinical Experience; Competency Based Education; Curriculum Development; Educational Research; *Home Health Aides; Interpersonal Competence; Job Analysis; Job Performance; *Job Skills; Medical

programs of their choice; (5) an American College Test class is held for juniors and seniors; (6) ONAVTS participates in a county Career Night; and (7) a financial aid seminar is held to help parents fill out forms. (CML)

ED 354 325 CE 063 025

Precision Machining Technology. Curriculum Guide.
PUB DATE- Jun 90
NOTE- 93p.; For a related document, see ED 346 272.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; Education Work Relationship; Employment Potential; *Job Skills; Job Training; Learning Modules; *Machinery Industry; *Machinists; *Occupational Information; Postsecondary Education; Secondary Education; State Curriculum Guides; Task Analysis; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- Idaho

This curriculum guide was developed from a Technical Committee Report prepared with the assistance of industry personnel and containing a Task List which is the basis of the guide. It presents competency-based program standards for courses in precision machining technology and is part of the Idaho Vocational Curriculum Guide Project, a cooperative effort among secondary and postsecondary instructors and administrators and business representatives. The purpose of the program is to prepare students for employment as machinists, filers, grinders, buffers, lay out workers, mill operators, or computer numerically controlled machine operators, or to provide supplemental training for persons already employed in these occupations. Areas covered in the guide include communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, shop mathematics and blueprints, shaping metal parts, bench work, precision measurement, layout, and inspection. The guide contains a task profile that outlines the curriculum and 13 task listings and performance standards that correspond to the 13 modules in the guide. The modules cover the following topics: employability skills, prerequisite machining, bench work, power saws, pedestal grinders, drill presses, lathes, milling machines, surface grinding machining, tool and cutter grinding machines, computerized numerical control, electric discharge machines, and heat and treat furnaces. Each module consists of an introduction and a list of tasks correlated to a performance objective and a list of enabling objectives. (KC)

ED 354 326 CE 063 028

Learning To Learn. An Introduction to the New National
PUB DATE- Sep 92
NOTE- 29p.; For related documents, see CE 063 029-031 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; *Certification; Educational Improvement; Education Work Relationship; Employment Qualifications; Foreign Countries; *Government School Relationship; High Schools; Labor Force Development; Licensing

Greater consensus was reached in the fourth Delphi probe. An examination of the top five criteria within the sections showed that three issues/problems were identified multiple times: curriculum development concerns, knowledge base concerns, and interdisciplinary approaches to the delivery of the technology education content. (Contains 17 references.) (YLB)

ED 354 342 CE 063 054

Vocational/Career Counseling and Career Education for Special Populations. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 32p.; Compiled by the Technical Assistance for Special Populations Program (TASSP), University of Illinois.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Education; Educational Change; Educational Resources; Information Centers; Information Services; Newsletters; Periodicals; Postsecondary Education; Resource Centers; *Resource Materials; Secondary Education; *Special Needs Students; Technical Assistance; Technology Education

This resource list is intended to support efforts of educators across the country working to enhance the career development of students who are members of special populations. The listing includes relevant descriptions of publications, organizations, newsletters and journals, and centers for education/information services. These materials are representative of available materials on career development and career counseling, but are not exhaustive. Annotations are provided for 35 publications, 5 newsletters and journals, 10 organizations, and 12 centers for education/information services. Resources are listed alphabetically within each category. Information for print materials include author or source, publisher, place of publication, and date of publication. In addition to a description of the content (publications), type of information provided (newsletters and journals), or services or products available (organizations and centers for education/information services), an address and telephone number are provided. (YLB)

ED 354 343 CE 063 055

Stecher, Brian M.; Hanser, Lawrence M.
Beyond Vocational Education Standards and Measures: Strengthening Local Accountability Systems for Program Improvement.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; Agency Role; Educational Legislation; Educational Research; Federal Legislation; Government Role; Government School Relationship; Models; *Outcomes of Education; Postsecondary Education; *Program Improvement; *School Districts; Secondary Education; State Departments of Education; State Government; State School District Relationship; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

A significant change in vocational education brought about by the updating of laboratory facilities, and expanded articulation with postsecondary institutions. (Appendices contain the following: course articulation diagram; outline of the human growth and development curriculum, listing content, grade level, course title, and whether required or elective; advisory committee report; and enrollment figures by school and course.) (YLB)

ED 354 361 CE 063 080

Training Opportunities Partnership Program. Final Performance Report, Evaluation Report, and Methodology Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Curriculum Development; *Inplant Programs; Job Skills; Job Training; Labor Force Development; *Literacy Education; Manufacturing Industry; Needs Assessment; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Staff Development
IDENTIFIERS- *Workplace Literacy

These three documents (final performance report, evaluation report, methodology guide) are products of a project through which the Career Advancement Center provided workplace literacy services to two industries in Greenville, South Carolina. The final performance report discusses achievement of objectives, specifically employee assessment, training program development, literacy training, offering of support services, establishment of evaluation systems, evaluation of training impact, and evaluation of project methodology. Other contents include a copy of a Skill Rating packet, a sample showing the compiled data at one classroom site, project schedule, and tables showing participant numbers and characteristics. The final evaluation report describes the purpose of the evaluation, the project, and the evaluation method, a modified version of the Context-Input-Process-Product model. These findings are reported: strong evidence that programs implemented and delivered services to a minimum of 150 workers at each industry site; only a moderate amount of evidence of successful program implementation and offering of additional services; and no evidence of development of a training methodology meeting specific workplace needs. The methodology guide contains a list of project goals and activity flowchart. These steps in program implementation are explained: needs analysis or job task analysis, curriculum development, employee orientation, assessment, training, support services, and training completion. (YLB)

ED 354 362 CE 063 081

Chiogioji, Eleanor N.; Pritz, Sandra G.
Mentoring to Support the Mission of a Government Agency.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Diversity in Mentoring Conference (Kalamazoo, MI, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

IDENTIFIERS- *Georgia (Central); Group Embedded Figures Test (Witkin)

A study examined two dimensions of higher-order problem-solving skills: the ability to solve problems in an embedded context and the attitudes and preferences toward problem solving that suggest vocational self-understanding. The variables of gender and field-dependence cognitive style were used. Subjects were 238 secondary school marketing education students in 3 central Georgia high schools who completed the Group Embedded Figures Test and a survey that called for self-reported information about attitudes toward mental tasks. The study showed that there were no gender differences in analytical demands in occupational objectives. There were statistical differences in the social demands in occupations, with female career objectives appearing to require greater social skill than was true for males. Higher thinking skills were projected to be needed for students' aspired careers than the students possessed or thought were needed. The study recommended that marketing educators need to appeal to the role that mental ability plays in career objectives. (KC)

ED 354 379   CE 063 112

Fritz, Robert L.
A Study of Gender Differences in Cognitive Style and Conative Volition.
PUB DATE- 8 Dec 92
NOTE- 13p.; Paper presented at the American Vocational Education Research Association Session at the American Vocational Association Convention (St. Louis, MO, December 8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Females; *Field Dependence Independence; High Schools; High School Students; *Individual Power; *Learning Modalities; *Learning Strategies; Males; Marketing; *Sex Differences; Teaching Methods
IDENTIFIERS- *Conation; Georgia (North)

Witkin's field-dependence cognitive style theory predicts that females are more likely to have a social or field-dependent cognitive style, whereas males will more often have an analytical or field-independent cognitive style. Data from 144 secondary marketing education students (62 males, 82 females) from three secondary schools in northern Georgia confirmed this gender difference. These different styles include personality and information processing characteristics that may have conative origins. To explore this hypothesis, gender was used to analyze 20 conative (volitional) variables from the Educational Style Preference Inventory (ESPI). The ESPI measured orientation toward theoretical symbols (words and numbers), cultural determinants, and modes of inference. Twelve statistically significant but not large differences were found, suggesting that gender differences relate to conative or volitional behavior. Males were more field independent (analytical) although females had higher mean scores for theoretical symbols (abstractions). Females also had conative preferences that suggest a social orientation and sensitivity to the learning environment. This matches expectations from field-dependence theory. In general, the findings suggest that females, more than males, rely on enculturated values to interpret situations, desire peer input to organize experience and shape decisions, and want a variety of instructional modalities to derive meaning from an experience. Implications

Analysis
IDENTIFIERS- Essex Community College MD; Martin Marietta Corporation

Essex Community College (ECC) implemented an onsite workplace literacy program for Martin Marietta (MM) employees with the cooperation of United Auto Workers (UAW) Local 738. Assisted by the working committees with representatives from all phases of the project, ECC and MM staff cooperated to develop a recruitment video, brochures, and presentation to encourage employees to be tested. A team of consultants completed literacy task analyses and interviewed workers, supervisors, managers, and directors. The educational objectives outlined reflected MM's manufacturing skill requirements. Skills were organized into class levels that formed the basic curriculum from which instructors targeted workplace needs of employees and collaborated with learners on individualized education plans. The curriculum was customized to the learners' needs through interviews, needs assessments, and course evaluations. Evaluation practices included frequent classroom visits, teacher conferences focusing on staff development in workplace literacy and best practices in adult education, and learner and supervisor surveys. Comprehensive Adult Student Assessment System testing provided a session by session evaluation of instruction. Learners made test gains in 40 hours of instructional time. (Contents include the presentation materials, evaluation reports, and data tables and charts. The final section, amounting to approximately one-half of the report, contains the curriculum with sample lessons.) (YLB)

ED 354 396 CE 063 138

Supporting Learning. Promoting Equity and Participation. Part 1. A Model for Colleges.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *College Role; Continuing Education; *Disabilities; Educational Change; Educational Development; Educational Discrimination; Educational Objectives; Educational Opportunities; *Equal Education; Foreign Countries; Handicap Discrimination; Learning Disabilities; Learning Strategies; *Mainstreaming; *Models; Nondiscriminatory Education; Postsecondary Education; Special Education; Technical Institutes
IDENTIFIERS- United Kingdom

This document describes one model for supporting learning. It introduces the idea of essential entitlements and variants and places the support needs of students with disabilities or learning difficulties alongside the particular arrangements made for every student's learning. Introductory sections propose the idea of technical college inclusiveness, which in turn assumes the equal value of all learners and implies that further education college organization facilitates access and participation. A model is described that sets further education in a context of external pressures from sources with which the college must have reciprocal relationships. These major objectives of further and continuing education are discussed: increased participation, improved standards, and preparation of youth and adults for an effective working life. A description follows of the dynamic model in which the borders between three aspects of provision are seen as flexible. The three aspects

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Basic Skills; Educational Change; *Educational Improvement; *Educational Needs; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Job Skills; *Noncollege Bound Students; *Public Policy; School Business Relationship; Skill Development; Technological Advancement
IDENTIFIERS- England; Germany; Japan; Sweden; United States

According to testimony delivered by Franklin Frazier, Director of Education and Employment Issues at the U.S. General Accounting Office, at a Joint Economic Committee hearing of the U.S. Congress, the United States falls short in preparing noncollege youth for employment. The foreign countries reviewed in a study (England, Germany, Japan, and Sweden) have national policies aimed at developing a well-qualified noncollege-educated work force. Specific practices vary, but the following are shared by some or all of the four countries: (1) foreign school officials expect all students to do well, particularly in the early years; (2) in Japan and Sweden, comparable resources are allocated to all schools; (3) schools and employers in these countries systematically guide youth in their transition from school to work; (4) Germany and England develop competency-based national training standards and certify skill competency; and (5) large proportions of jobless out-of-school youth receive assistance. Making the following policy changes could improve education of youth for employment in the United States: (1) strengthen the commitment to have all children attain the academic skills necessary to perform effectively in postsecondary education or the workplace; (2) develop closer school-employer linkages, particularly to expand apprenticeship-type programs and to help youth obtain suitable entry-level employment; and (3) encourage development of skill training standards and competency certification. (KC)

ED 354 414 CE 063 164

Patterson, Paula
Women in Apprenticeships: Steps to Building a Career.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.; Connecticut State Dept. of Labor, Wethersfield.
PUB DATE- Jun 89
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Females; Guidelines; *Nontraditional Education; *Nontraditional Occupations; *Occupational Information; Postsecondary Education; Womens Education

This handbook provides a brief overview of apprenticeship and explains how women can find and participate in an apprenticeship program. Topics covered include the following: definition of an apprenticeship, trades that are apprenticeable, why and how to apply, how to choose a trade, requirements for an apprenticeship, supportive services, job discrimination, and sexual harassment. The guide also provides an action checklist, a list of Job Service offices in Connecticut, a list of the state's vocational-technical schools, and seven references. (KC)

ED 354 415 CE 063 168

although both male and female respondents seemed to prefer expert power over transformational power. This was true regardless of therapist gender. The preference for expert power statements may have implications for female therapists working with some male clients. Both male and female respondents endorsed expert power slightly more often than transformational power indicating that when the client is male, female therapists were preferred to be more expert than empowering. (Contains 11 references.) (ABL)

ED 354 432 CG 024 774

Oliver, Ronald; And Others
Psychological Reactance in Marital Enrichment Training.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Counseling Effectiveness; *Marital Satisfaction; *Marriage; *Marriage Counseling; Sex Differences; *Spouses
IDENTIFIERS- *Marriage Enrichment; *Training in Marriage Enrichment Model

This investigation was the second in a series of empirical studies on marital enrichment training using the Training in Marital Enrichment (TIME) model. In addition to further study of the TIME model, interest was also directed in the current study to more fully clarifying the nature of change in the model by including a measure of the construct of psychological reactance. Participants were 17 heterosexual couples who volunteered for participation in a marriage enrichment program which was advertised in Catholic parishes in a midwestern city. Participants met over a 7-week period for a minimum of 12 hours of the training program. The Dyadic Adjustment Scale (DAS) and the Therapeutic Reactance Scale were used. Marital satisfaction as measured by a subscale of the DAS was reported as significantly greater following the marital enrichment training with the TIME model. Most of the reported gains in marital satisfaction came from the female participants. While the total dyadic adjustment score was found to increase in a positive direction, indicating overall greater total marital adjustment, the gains made were not at significant levels. While it is uncertain why this effect would hold only for the women in the sample, the results do suggest that this factor should be taken into account in marital enrichment efforts. (Contains 12 references.) (ABL)

ED 354 433 CG 024 775

Quinn, Kathleen L.
Post-Traumatic Stress Disorder and Childhood Trauma: A Proposed Addition to the APA DSM-IV-R.
PUB DATE- Jun 92
NOTE- 13p.; Paper presented to the Annual Meeting of the North American Society of Adlerian Psychology (40th, Chicago, IL, June 11-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Children; Clinical Diagnosis
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; *Posttraumatic Stress Disorder

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Daughters; *Fathers; *Incest; *Individual Characteristics; *Parent Child Relationship; Personality Traits; Predictor Variables; *Sexual Abuse

This research was designed to find out more about the characteristics of fathers who sexually abuse their daughters, with the goal of helping to prevent such abuse and to identify possibly high risk populations. The sample consisted of 118 recently identified incestuous biological fathers and a matched comparison group of 116 non-abusive biological fathers. The men were interviewed at length about their childhood experiences, family life, and sex and social histories. The incestuous fathers also provided detailed information on the sexual contacts with the daughter. The comparison fathers were simply asked about their relationship with their daughter. The study found the incestuous fathers to be a heterogeneous group on a variety of dimensions. Contrary to popular conceptions about incestuous fathers, some molested very young children; others molested older children. A large proportion molested children outside the family in addition to the incestuous abuse, while others only molested family members. Some had a general arousal to children; others did not. Five distinct types of incestuous fathers were identified: sexually preoccupied; adolescent regressives; instrumental sexual gratifiers; emotionally dependent; and angry retaliators. Incestuous fathers as a group manifested disturbances or traumas that may be useful in understanding the sources of their behavior and identifying high risk populations. Incestuous fathers did appear to have been less involved in caring for their daughters prior to the onset of abuse. (ABL)

ED 354 452 CG 024 794

Yoder, Janice D.; Kahn, Arnold S.
Danger: Viewing White, Privileged Women as Normative.
PUB DATE- Aug 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Females; Feminism; *Psychology; *Sex Differences; Theories; *Whites

Feminist critiques of psychology have pointed to the strong tendency throughout the history of the discipline for researchers to assume one of two standards for human behavior: non-human primates, and men, more specifically, white, privileged men who often are college sophomores. Feminist scientists in other fields, as well as feminist psychologists, have criticized this male standard and offered suggestions for a women-centered psychology of women as an alternate social construction. Much of the research in the psychology of women has focused on comparisons of men as a group to women as a group. This dichotomy has produced a literature of apparent gender differences, often using men as the control group, and frequently suggesting that women are deficient relative to that control. In addition to the value judgments that arise from these comparisons, an assumption that underlies them is that women and men each are unified, homogeneous groups. Such an assumption ignores any diversity that exists within each group

Davis, Karen; Wilson, Timothy L.-Y.
Bibliotherapy and Children's Award-Winning Books.
PUB DATE- 16 Dec 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Bibliotherapy; *Children; Elementary Secondary Education; Teacher Role
IDENTIFIERS- *Caldecott Award; *Newbery Award

Bibliotherapy is the process of growing toward emotional good health through the medium of literature. The books selected for bibliotherapy must be chosen carefully. The Newbery and Caldecott books are logical choices as they have received the most prestigious awards given in children's literature. If bibliotherapy is to help children and cause them to think and ask questions, they must be introduced to literature that enlarges and enriches their worlds so that they will know what questions to ask and what choices they have when faced with crises. Reading someone else's story can be both comforting and equalizing. There are many Newbery and Caldecott award winning books that contain bibliotherapeutic themes. Bibliotherapy requires that teachers know their students well and understand their needs. If successful education is to take place, teachers with tools and the wisdom to know how to use them can help. Bibliotherapy is one way to reach through to children's confusion and dismay in order to clarify disturbing issues and present alternative life skills that will hopefully trigger their motivation to become emotionally healthy students and adults. The appendixes present a table relating 25 books to 22 therapeutic categories (e.g., aging, divorce, growing up, homelessness, loss/death, prejudice), as well as: an annotated bibliography of Newbery award winning books; an annotated bibliography of Caldecott award winning books; a list of Newbery medal books; and a list of Caldecott medal books. (Contains 18 references and 42 related sources.) (ABL)

ED 354 471 CG 024 813

McDermott, Diane; Winterowd, Carrie
A Model for the Treatment of College Age Children of Alcoholics.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; College Students; Counseling Effectiveness; *Group Counseling; Higher Education; *School Counseling; *Young Adults
IDENTIFIERS- *Adult Children of Alcoholics

A session by session cognitive behavioral approach to group treatment for college age children of alcoholics was presented. Four groups ranging in size from four to eight persons participated in these semester-long sessions offered during one academic year through the counseling center at a major midwestern university. The treatment was comprised of four stages: introductory, informative, working, and closing. Cognitive, behavioral, and affectively oriented techniques were used to facilitate growth at each stage. Assessment of efficacy utilized a pretest/posttest design. Participants (N=25), aged 18 to 31 and with a mean age of 21, were given a seven-point Likert-type scale based on Woititz's 13 characteristics.

Educational Progress (NAEP) in Reading. A total of 312 classroom teachers (of 1000 surveyed) responded to a questionnaire about the "Reading Framework," a document used in developing the 1992 NAEP. Subjects were members of the International Reading Association, and 82% of them were elementary teachers. Results indicated that: (1) more teachers favor exclusive use of authentic passages than those who want passages written to test specific skills; (2) assessing reading to perform a task and reading to be informed were perceived as more essential than assessing reading for literary experience; (3) there was strong support for the four cognitive aspects of reading that were used to develop questions that assess constructing, extending, and examining meaning; (4) there was virtual unanimity for including open-ended test items but differences of opinion about the proportion of open-ended to multiple-choice items; (5) there was far more enthusiasm for investigating portfolio assessment and metacognition than there was for assessing fourth graders' reading fluency; and (6) there were more teachers who favored state-by-state reporting than opposed it. Findings suggest that overall, there is considerable support from many teachers for the rationale articulated in the framework for the 1992 NAEP in Reading. (Appendixes presenting the questionnaire and response data, the cover letter accompanying the questionnaire, and an overview of NAEP and plans for the 1992 Assessment in Reading are attached.) (RS)

ED 354 491 CS 011 198

Ediger, Marlow
Reporting Pupil Progress in Reading.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Context Clues; Critical Reading; Elementary Education; *Parent Teacher Conferences; Phonics; *Reading Achievement; *Reading Comprehension; *Word Recognition

One means of reporting learner achievement in reading is to utilize parent-teacher conferences. Adequate skills in word recognition is one facet of reading achievement that might be reported. Important word recognition techniques include: using phonics to unlock new words, syllabication, and utilizing context clues, configuration clues, picture clues, and structural analysis. Pupils also need to comprehend what has been read. Reading comprehension skills that might be evaluated with parents of the involved pupil include: comprehension of important facts; generalization; reading to follow directions; reading to acquire a sequence of ideas; critical reading; and understanding the purpose of the writer. In parent-teacher conferences, adequate time needs to be given to discussing pupil progress in reading for a variety of purposes to comprehend content. (RS)

ED 354 492 CS 011 199

Ediger, Marlow
Reading in Old Order Amish Schools.
PUB DATE- 92
NOTE- 6p.

depth and coherence, and various disorienting techniques. Experimental youth novels also drew components from science fiction, film and video. The implied readers of these books are 15-16 (secondary school age), but they are often read by younger children who do not fully understand what they are reading. The youth novel today demands much more of its readers than it formerly did, and sometimes it demands too much. Thus, besides the technical skills involved with reading, experimental youth literature also often requires a certain maturity, experience, and intellectual prowess. Of course, writers should be allowed to experiment, and there remains a need for serious youth novels. However, if the writers of these books forget their readers, youth and the youth novel will go their separate ways, and the only readers of these books will be adults. (HB)

ED 354 511 CS 213 665

Albertus, Karen; And Others
Critical Thinking Activities To Improve Writing Skills: Descriptive Mysteries A-1.
PUB DATE- 89
NOTE- 47p.; For other books in this series, see CS 213 666-668.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Descriptive Writing; Group Activities; Intermediate Grades; Junior High Schools; Thinking Skills; Writing Assignments; *Writing Improvement; Writing Skills
IDENTIFIERS- Writing Contexts

Emphasizing real-life communication skills, this book offers cooperative activities to help teachers supplement their writing programs with easy-to-use critical thinking activities. The activities in the book are suitable for grades 4 through 8, for gifted younger students, or as a remediation tool for older students. The activities in the book are intended to develop the writing skills of descriptive vocabulary, directionality, comparison and contrast, classification, and organization. Every activity in the book contains four separate illustrations for description and discovery so that each person in a four-student group has the opportunity to act as both reader and writer. The book contains 14 descriptive mystery topics in which students are given a picture of one unique object that can be found on a page of similar objectives. The role of the student is twofold: to write a description of the unique object so that another student can find it on the page; and to accurately, read, interpret, and apply a written description to locate a particular object. The mystery topics are: shoes, mice, tropical islands, flags, mountain hideaway, dinosaur pictures, hairstyles, pigs, ice cream treats, houses, decorated cakes, baseball mitts, rabbits and dogs. The book also includes teacher suggestions, a description of possible areas of comparison with sample descriptions, and five optional lesson plans. (RS)

ED 354 512 CS 213 666

Albertus, Karen; And Others
Critical Thinking Activities To Improve Writing Skills: Where-Abouts A-1.
PUB DATE- 89
NOTE- 54p.; For other books in this series, see CS 213 665-668.

the forefront because of the women's movement in the 1970s. From the 1700s, critics were aware of the problems that arose from children's literature and its portrayal of characters and ideas, including "Cinderella" and "Robinson Crusoe." Society's views about children have altered over time. Today, psychologists are beginning to recognize the danger of expecting a certain kind of behavior from males or females, based on sex roles prescribed by society. Teachers must try to present children with a more realistic and complete view of society that avoids the sex typing that has existed since children's literature first emerged as a genre. Females, for example, have traditionally been attributed with negative characteristics and as having limited career choices. Females have been pictured as subservient to males. Female characters have been projected with narrow characteristics, and hardly ever heroic or even as protagonists. In short, teachers must try to keep these past sex biases away from their students by screening carefully the materials that they assign. Children must be encouraged to break down the social barriers that have been established through literature and through time. Teachers must not rely upon the expected, but should strive for something more. (HB)

ED 354 531 CS 213 700

Beard, Pauline; Danielson, Susan
Teacher to Teacher: A Dialogue on the "Art" of Teaching English.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- English Curriculum; *English Instruction; Higher Education; High Schools; Secondary School Teachers; Student Centered Curriculum; Summer Programs; *Teacher Attitudes; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *English Teachers; Focus Groups Approach; Portland State University OR

The English Department at Portland State University (Oregon) sponsored a roundtable discussion (revolving around classroom practice, perspectives, pedagogies, and methodologies) of public school, community college, and university English teachers in the winter of 1991 and expanded the dialogue into a focus group during the summer. A survey questionnaire was returned by 50 of 86 randomly sampled high school, community college, and university English teachers in the Portland area. Thirty-one respondents participated in the focus group. Group discussions can be categorized under three headings: changes, concerns, and methods. Most teachers agreed that their classes had become more student-oriented, and that writing classes were becoming more text-based to develop reading and analytic skills. Methodological issues discussed included: (1) basing discussion on the students' own questions in place of the usual lecture format with questions proposed by the teacher; (2) encouraging students to become responders and to use the teacher as a resource; (3) use of other art forms to get into a text; and (4) encouraging different voices and accepting multiculturalism as the "humanely/educationally correct thing to do." Many teachers raised the concern of grading when teaching in a more relaxed, less-structured class, and some worried over the letting-go of their role as lecturer in the classroom. Participants in the focus groups were unanimously diversity education, informational books in the social studies, literature in the math class, and supplementary reading materials for the science instruction. Although each chapter in the book focuses on a specific content area, all show how the areas complement and support one another and how literature helps in the process. Chapters in the book are: (1) "Making the Past Come to Life" (Linda S. Levstik); (2) "Diversity Education" (Adela Artola Allen); (3) "Factual History: Nonfiction in the Social Studies Program" (Betty Carter and Richard F. Abrahamson); and (5) "Literature in the Science Program" (Dianne Lapp and James Flood). An author index, a children's book author index, and a children's book title index are attached. (RS)

ED 354 549 CS 213 743

Sensenbaugh, Roger
Writing across the Curriculum: Toward the Year 2000. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.; For a related digest, see ED 327 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Higher Education; Mathematics Instruction; *Program Implementation; *Teacher Education; *Writing Across the Curriculum; *Writing Assignments; *Writing Research
IDENTIFIERS- ERIC Digests; *National Education Goals 1990

This digest summarizes the more than 300 items in the ERIC database concerning writing across the curriculum (WAC) published between 1990 and 1992. The digest presents categories of material about WAC--advocacy, activities, recent research, implementing new programs, and faculty training--and discusses one or two pertinent sources for each category. The digest concludes that mounting evidence and reports of successful implementation of WAC programs suggest that the movement will continue to be important in the year 2000. (RS)

ED 354 550 CS 508 040

Dance, Frank E. X.
Deja Vu All Over Again.
PUB DATE- Oct 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Educational History; Higher Education; Language Role; *National Organizations; *Professional Associations; *Speech Communication
IDENTIFIERS- Professional Concerns; *Speech Communication Association

For over 40 years, there has been a sustained and persistent effort to remove any reference to speech or spoken language from the name of the Speech Communication Association. The term "speech" has received constant criticism, mainly on political grounds, and has given way to today's more prevalent term of "communication." By giving in to the call to get rid of videotape; group 3 received computer-generated feedback before viewing their videotape; and group 4 received computer-generated feedback after viewing their videotape. Each student was required to give five informative or persuasive speeches during the semester, the speeches increasing in length from one to two minutes for the first speech to six to seven minutes for the fourth speech and returning to the one-to-two-minute length for the fifth and final speech, which could be either persuasive or informative. Results indicated that: (1) the construct of modeling speech behavior and self-analysis of speech performance improved those speech skill traits that were easily observed, such as style, vocal, and gestural qualities; (2) the computer feedback method was more helpful than the handwritten feedback method in improving those observable speech skills; (3) neither treatment appeared to be significantly better in improving speaking skills on the non-observable speech skills of organization and development; and (4) receiving instructor feedback before or after self-analysis of the videotaped speech performance did not significantly benefit either treatment group on improving speech skill. (Five tables of data are included; 32 references, a chart presenting rating criteria, sample rating sheets, and a sample evaluation form are attached.) (RS)

ED 354 570 CS 508 085

Dudczak, Craig A.; And Others
A Comparative Analysis of the Predictive Validity of Questionnaires and Philosophy Statements in CEDA Debate.
PUB DATE- Nov 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Debate; *Evaluation Methods; Higher Education; *Judges; National Surveys; *Predictive Validity; Predictor Variables; Questionnaires
IDENTIFIERS- Cross Examination Debate Association; Debate Tournaments

A study assessed the predictive validity of two substantially different instruments (a questionnaire or a philosophy statement) which may be used to predict critics' ballot behavior in Cross Examination Debate Association (CEDA) debate. Questionnaires were distributed to 29 debate tournaments across the United States for completion by critics judging at those tournaments. Judge philosophy statements were retrieved from among those solicited by the CEDA national tournaments. A total of 87 subjects completed the questionnaire with 34 having a minimum of 6 or more written ballots. Usable philosophy statements for 24 of these respondents were gathered. Hence, 34 sets of subjects were used in analysis of questionnaire-ballot correlations and 26 sets of subjects were used to assess philosophy-ballot correlations. Results indicated that: (1) when critics were the unit of analysis, "new arguments" had high negative predictive validity and "inherency" had high predictive validity; and (2) if ballots were taken as the unit of analysis, philosophies were substantially better predictors, but if ballots by critics are combined to make the critic the unit of analysis, the effect disappeared. Findings are limited by the small number of discriminants which emerged as significant and reliable. (A figure representing the construct so rare. Chapter 8, "For Whom Do Schools Exist?" argues that the unreflective acceptance of the belief that schools exist only or primarily for children is one of the root causes of intractability. Chapter 9, "An Overarching Goal for Students," asks and discusses questions about students and what happens in the schools. (Contains 27 references.) (RR)

ED 354 588   EA 024 580

Fullan, Michael G.; Stiegelbauer, Suzanne
The New Meaning of Educational Change. Second Edition.
PUB DATE- 91
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *Adoption (Ideas); Consultants; *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Futures (of Society); Parent School Relationship; Professional Development; Program Development; *Program Effectiveness; Program Implementation; School Districts; School Restructuring; Student Role; Teacher Education; Teacher Role

The issue of central interest in this book is not how many new policies have been approved or how many restructuring efforts are being undertaken, but rather what has actually changed in practice--if anything--as a result of change efforts. The book is divided into three main parts. Part 1, "Understanding Educational Change," provides an overview of the sources, processes, and outcomes of change, and the implications for dealing with change. The six chapters are entitled: (1) "The Purpose and Plan of the Book"; (2) "Sources of Educational Change"; (3) "The Meaning of Educational Change"; (4) "The Causes and Processes of Initiation"; (5) "Causes/Processes of Implementation and Continuation"; and (6) "Planning, Doing, and Coping with Change." Part 2, "Educational Change at the Local Level," contains six chapters on each of the main roles at the local level, examining the day-to-day situations people face and how change is part of these daily realities. They are entitled: (1) "The Teacher"; (2) "The Principal"; (3) "The Student"; (4) "The District Administrator"; (5) "The Consultant"; and (6) "The Parent and the Community." In Part 3, "Educational Change at the Regional and National Levels," the book returns to the larger scene. Four chapters are entitled: (1) "Governments"; (2) "Professional Preparation of Teachers"; (3) "Professional Development of Educators"; and (4) "The Future of Educational Change." (Contains 417 references.) (RR)

ED 354 589   EA 024 585

Pang, Sun-Keung Nicholas
School Climate: A Discipline View.
PUB DATE- Aug 92
NOTE- 35p.; Paper presented at the Regional Conference of the Commonwealth Council for Education Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; *Discipline Policy; Discipline Problems; *Educational Environment; Foreign Countries; Principals; *Punishment; *Rewards; Secondary Education;

they were layered on old structures and perceptions in a fragmented, piecemeal fashion. The fundamental transformation of education that is required demands a paradigm shift. In contrast to mere reforms or restructuring, changes that are transformative are comprehensive, connecting strategic and business aspects of organizations with human and psychological issues to create fundamental changes in the way all members and groups perceive, think, and behave. Values--standards, precepts and principles--determine perceptions and must be identified to successfully transform schools. Identifying core personal and institutional values allows for an evaluation of services that meet the needs of students, instituting accountability by measuring productivity and performance in multidimensional and complex ways. Transforming schools enable all people in them to achieve self-actualization through high expectations, high standards of quality, and equal access to growth opportunities. An index is appended. (Contains 10 pages of references.) (TEJ)

ED 354 608 EA 024 666

Gaustad, Joan
Peer and Cross-Age Tutoring. ERIC Digest, Number 79.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cross Age Teaching; Elementary Secondary Education; Instructional Effectiveness; *Peer Teaching; *Tutoring
IDENTIFIERS- ERIC Digests

One-to-one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. Peer tutoring involves two students of the same age. In cross-age tutoring, the tutor is older than the tutee. The Willamette High School Peer Tutoring Program in Eugene, Oregon; the Coca-Cola Valued Youth Program in San Antonio, Texas; and the Companion Reading Program (Salt Lake City, Utah) are examples of peer and cross-age tutoring programs. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allows them to review material and to improve thinking and communication skills. For a program to succeed, tutors should be trained and should understand the material tutees will be learning. Problems in cross-age tutoring can include tutees' resisting the program and conflicts with scheduling. (Contains nine references.) (JPT)

ED 354 609 EA 024 668

McCurdy, Jack; Hymes, Donald L., Ed.
Building Better Board-Administrator Relations. An AASA Critical Issues Report.
PUB DATE- 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE- Oct 92
NOTE- 11p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Certification; *Cultural Differences; Disabilities; *Educational Administration; Elementary Secondary Education; Ethnic Groups; Gifted; Higher Education; *Minority Groups
IDENTIFIERS- *Diversity (Students); *Washington; Washington Administrative Code

Most of the school districts in Washington State are small, rural, and contain a low percentage of minorities. However, the Hispanic student population has increased from 3.9 percent in 1985-86 to 6 percent in 1991-92, mostly due to migrant students. The percentage of other minority students has remained relatively stable. Consequently, there is increased pressure to improve cultural diversity awareness in administrative preparation programs. State regulations covering teacher and administrator licensure rules outline "general knowledge" or "general skills" requirements concerning cultural diversity awareness. However, the regulations do not require cultural diversity issues to be included in the course content of administrator preparation programs. A survey of the chief administrators at the five approved administrator preparation programs in the state found that the programs are meeting diversity requirements in four ways: recruitment of students with diverse backgrounds, diversity-oriented courses, inclusion of diversity "units" into other courses, and internship activities. However, a content analysis of internship plans designed by administrative students at one university found most of the plans failed to meet the specific requirements or spirit of state regulations on diversity in administrator preparation. Additional regulations may be needed in curriculum and program structure to correct this problem. (JPT)

ED 354 627 EA 024 702

Barnett, Bruce G.; Caffarella, Rosemary S.
The Use of Cohorts: A Powerful Way for Addressing Issues of Diversity in Preparation Programs.
PUB DATE- Oct 92
NOTE- 41p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Cohort Analysis; *Cultural Differences; *Educational Administration; *Graduate Students; Higher Education; *Leadership Training
IDENTIFIERS- *Diversity (Student)

Educational administration preparation programs increasingly are using cohorts, particularly as a way to teach diversity issues. Cohorts are groups of students who go through a 1- to 2-year study program together. The special characteristics of adult learning, the need for acknowledgement and use of experience, the different learning techniques, the active involvement in learning, and the need for affiliation can all be integrated in cohorts. Gender, ethnicity, and social class are important

*Evaluation Criteria; Higher Education; Professional Associations; Professional Education; *Program Evaluation; Pupil Personnel Services; Special Education; State Standards; *Teacher Education

This report summarizes data relating to standards for accreditation of personnel preparation programs in special education and related services. Section 1 examines standards issued by 30 responding states and identifies trends in the standards. It presents a matrix of standards by state, indicating whether the state has core curriculum requirements, specialist levels, required practicum, categorical or noncategorical certification, age/grade certification, identified competencies, administrative certification, related services standards, and standards for accreditation. Section 2 provides information concerning the standards implemented by six regional accrediting bodies. A matrix indicates whether each accrediting body has requirements in the areas of core curriculum, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Section 3 summarizes accreditation information from seven national professional organizations in special education and related services, and offers a matrix indicating whether each organization has standards in the area of general requirements, specialist levels, practicum, admission, follow-up, exit, faculty, governance, and resources. Appendixes list addresses for state education departments, regional institutional accrediting bodies, and special education and related services organizations. (JDD)

ED 354 645 EC 301 812

Christensen, Kathee M., Ed.; Delgado, Gilbert L., Ed.
Multicultural Issues in Deafness.
PUB DATE- 93
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Cultural Differences; *Cultural Influences; *Deafness; *Educational Needs; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Models; *Multicultural Education; Pacific Americans; Student Needs
IDENTIFIERS- African Americans

This book considers, from both educational and cultural perspectives, the needs of children with deafness from African American, American Indian, Hispanic, and Asian/Pacific Island families. The text calls for a child-centered curriculum based on a fundamental acceptance of differences in communication and interpretation. Section I presents the issues, in three chapters with the following titles and authors: "Deaf Culture and Cultures" (Tom Humphries); "A Multicultural Approach to Education of Children Who Are Deaf" (Kathee M. Christensen); and "A Model Program for Home-School Communication and Staff Development" (Cynthia A. Grace). Section II considers the four target populations of deaf learners in the following six papers: "Educational Needs of African American and Hispanic Deaf Children and Youth" (Oscar P. Cohen); "Addressing the Needs of Hispanic Deaf Children" (Barbara Gerner de Garcia); "Mexico and the United States: A Cross-Cultural Perspective on the Education of Deaf Children" (Donna Jackson-Maldonado); "Deafness: An Asian/Pacific Island Perspective" (Li-Rong Lilly Cheng); "Teaching Deaf Asian and Pacific Island American Children" (C. Tane Akamatsu); and "American Indian Deaf teachers of the deaf and hearing impaired; teachers of preschool, elementary, and secondary special education; and teachers of intensive special education. One state, Rhode Island, has also adopted a pension portability plan in which teachers can transfer money accrued in their pension plans to states with reciprocal plans. A chart lists all credential titles and their status (whether issued by, accepted by, or both) in each of the seven states. (DB)

ED 354 663 EC 301 839

Maine's Support Network for Rural Special Educators. Success through Communication. Information Bulletin #31.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Disabilities; Elementary Secondary Education; *Information Networks; *Inservice Teacher Education; Job Satisfaction; Pupil Personnel Services; Regional Programs; Regular and Special Education Relationship; *Rural Education; Social Networks; *Social Support Groups; *Special Education Teachers; State Programs; Summer Programs; Teacher Morale; Workshops
IDENTIFIERS- *Maine

This two-page flyer briefly describes Maine's Support Network for Rural Special Educators, which provides content-related information and support to special education teachers and related service personnel. Initiated in 1986 to combat the high turnover rate of special education staff in Maine's rural schools, the program stresses the role of collegiality in professional growth. In 1990, 90 percent of all school districts and 75 percent of special education teachers and support service personnel were involved in some aspect of the Network. The Network uses three vehicles to provide information and support: (1) regional support groups (meeting three times per year); (2) teachers' academies (two 4-day summer programs); and (3) a yearly state-wide winter retreat. The Network encourages on-going practice and application of skills and information gained during regional meetings and academies; development of regional plans to involve regular education teachers; and formation of regional advisory groups. Job satisfaction surveys indicate that the Network has increased participants' levels of job satisfaction, primarily due to lessening feelings of isolation and to sharing of teaching resources and strategies. A contact name and address are provided. (DB)

ED 354 664 EC 301 840

Teach for America. Information Bulletin #34.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 22p.; Newspaper/magazine excerpts may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; Beginning

client-level coordination mechanisms, system of care activities, system financing, evaluation, major strengths and challenges, and technical assistance resources. Following the case studies, a paper by Judith W. Katz-Leavy and others, titled "Individualized Services in a System of Care," reviews philosophy, process, operationalization, and evaluation of individualized services and includes implementation examples. The final section of the document provides brief summary profiles of 11 additional community care systems. (DB)

ED 354 683 EC 301 864

Hines, Mary L.
Don't Get Mad: Get Powerful! A Manual for Building Advocacy Skills.
PUB DATE- Oct 87
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Assertiveness; *Change Strategies; Child Advocacy; Communication Skills; Data Collection; *Disabilities; Guidelines; Individual Development; Letters (Correspondence); *Problem Solving; Program Development; Recordkeeping; Records (Forms)

This manual is intended to assist individuals with disabilities or their families to protect their rights and solve their problems through developing appropriate advocacy skills. Chapter 1 defines advocacy, discusses different types of advocacy, and examines attitudes towards advocacy that may help or hinder its practice. Chapter 2 describes basic steps involved in solving most types of advocacy problems. In chapter 3, the importance of carefully analyzing and defining the problem situation before taking action is stressed. A guide for problem analysis and examples are provided. Chapter 4 focuses on the information gathering process. Chapter 5 discusses keeping records and includes sample forms. In chapter 6, the importance of developing a written plan of action is discussed, with examples. Chapter 7 considers the concept of assertiveness and provides guidelines for assertive verbal and nonverbal communication. Chapter 8 builds on these communication techniques by discussing negotiation and communications in meetings. Chapter 9 describes effective letter writing, and in chapter 10, the importance of following up is emphasized. The final chapter describes systems advocacy and lists sources of further information. The appendices include: a catalog of laws pertaining to the rights of persons with disabilities; a guide to understanding legal citations; a glossary of terms; a list of resource agencies and organizations; and a set of sample forms. (DB)

ED 354 684 EC 301 867

Hinton, Daniel E., Sr.
Examining Advanced Technologies for Benefits to Persons with Sensory Impairments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 397p.
LANGUAGE- English

ED 354 702 EC 301 887

Social Security and Supplemental Security Income Benefits for Children with Disabilities. The Arc Q & A Series.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Nov 92
NOTE- 3p.; Adapted from "Social Security and SSI Benefits for Children with Disabilities" (U.S. Social Security Admin., 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Disabilities; Due Process; *Eligibility; Federal Aid; *Financial Support; *Income; State Aid
IDENTIFIERS- Medicaid; Medicare; *Social Security Benefits; *Supplemental Security Income Program

Basic information about Social Security and Supplementary Security Income benefits for children with disabilities is presented in a question-and-answer format. The following questions are addressed: "How can a child get benefits from Social Security or Supplemental Security Income (SSI)?"; "How is eligibility determined?"; "What is the definition of disabled for SSI?"; "What about children with severe disabilities?"; "What about children with HIV (Human Immunodeficiency Virus) infection?"; "How can people apply for Social Security of SSI benefits...and how can the process be expedited?"; "What if my application for benefits is denied?"; and "What about Medicaid and Medicare?" Also briefly described are two other health care services: the Children with Special Health Care Needs program and the Early and Periodic Screening, Diagnosis and Treatment program. (DB)

ED 354 703 EC 301 888

Ingram, Debby
Respite Care. The Arc Q & A Series.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Jun 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Day Care; Delivery Systems; *Disabilities; Family Programs; Financial Support; Human Services; Program Development; Public Policy; *Respite Care
IDENTIFIERS- *Family Needs

Basic information about respite care for individuals with disabilities and their families is presented in a question-and-answer format. The following questions are addressed: "What is respite?"; "Who needs respite services?"; "Who provides respite services?"; "What kinds of services are provided?"; "How are respite services funded?"; "Are there eligibility requirements for respite services?"; "How do families benefit from respite

It would then seem highly desirable, if not essential, that any course in translating should be preceded by a "monolingual" text processing course designed specifically to improve the trainee translator's mastery of his/her mother tongue. In this paper, relevant features of the type of course offered at Heriot-Watt University are identified, and aspects of the apparent decline in mother tongue competence and how the Department of Languages is moving towards resolving the problem are considered. The paper concludes with a description of one of several exercises that have proven popular and successful among students. (KM)

ED 354 724 FL 020 904

Chen, Fred, Ed.; And Others
Working Papers in Educational Linguistics (WPEL), Fall 1992.
PUB DATE- 92
NOTE- 135p.; For individual papers, see FL 020 905-910. For Volume 8, number 1, see FL 020 500.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Clergy; Court Litigation; Elementary Secondary Education; *English (Second Language); Females; Foreign Countries; Higher Education; Interpersonal Competence; Korean; *Language Planning; Official Languages; *Public Policy; Second Language Instruction; Spanish; Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- Pennsylvania (Philadelphia); Prayer; Puerto Rico; South Africa

Papers in this volume include the following: "Addressing Contextual Issues Relevant to Language Teaching in South Africa": Implications for Policy and Practice" (J. Keith Chick); "A Comparative Study of Compliment Responses: Korean Females in Korean Interactions and in English Interactions" (Chung-hye Han); "Can You Apologize Me? An Investigation of Speech Act Performance Among Non-Native Speakers of English" (Julian Linnell et al.); "Acquisition Policy Planning and Litigation: Language Planning in the Context of 'Y.S. v. School District of Philadelphia'" (Ellen E. Skilton); "'The Proper Way to Pray': Description of a Korean-American Youth Service Prayer" (Holly Stone); and "The Compelling Influence of Nonlinguistic Aims in Language Status Policy Planning in Puerto Rico" (Helen M. Strauch). (JL)

ED 354 725 FL 020 905

Chick, J. Keith
Addressing Contextual Issues Relevant to Language Teaching in South Africa: Implications for Policy and Practice.
PUB DATE- 92
NOTE- 17p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Apartheid; Educational Policy; Ethnography; Foreign Countries; Higher Education; *Language Role; Oral Language; *Power Structure; Second Language Instruction; *Social Change
IDENTIFIERS- *Compliments (Language); *South Africa

The widespread perception amongst advocates for learners from oppressed communities that linguistics are incapable of

Reading Aloud Speed as a Factor in Oral Fluency and General Language Proficiency?
PUB DATE- 90
NOTE- 8p.; For the serial issue from which this paper is analyzed, see FL 020 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Dialogs (Language); Foreign Countries; High Schools; High School Students; *Language Fluency; *Language Proficiency; Language Research; Language Tests; *Reading Aloud to Others; *Reading Rate; Second Language Learning; *Speech Skills; Standardized Tests
IDENTIFIERS- *Hong Kong

A study investigated the validity of a second-language student's actual speed of delivery of a passage read aloud as an indicator of second-language fluency. The study, conducted in Hong Kong with 83 secondary school students, used the oral dialogue test in a standardized secondary school-leaving examination. The dialogues were timed and the rate of speed of delivery correlated with the students' overall subject grades and scores from the written and oral language portions of the standardized test. Results indicate that time taken to read the dialogue correlated very positively with examiners' dialogue-reading scores, as was expected, but also correlated highly with all other grades and scores. It is concluded that speed of delivery has an important relationship to both oral language skills and general language ability, and that its use as a factor in language tests is justifiable. A sample dialogue is appended. (MSE)

ED 354 747 FL 020 945

Lee, Nancy
Notions of "Error" and Appropriate Corrective Treatment.
PUB DATE- 90
NOTE- 16p.; For the serial issue from which this paper is analyzed, see FL 020 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Advanced Courses; *Classification; Classroom Techniques; Definitions; *English (Second Language); *Error Correction; *Error Patterns; Language Research; Linguistic Theory; Second Language Instruction

The relationship between the notion of "error" in linguistics and language teaching theory and its potential application to error correction in the second language classroom is examined. Definitions of "error" in psycholinguistics, native speech, and English second language instruction are discussed, and the relationship of interlanguage competence and "errors" and "mistakes" is analyzed. It is argued that existing theoretical distinctions between "error" and "mistake" are not being contextualized in appropriate correction in the classroom, and that finer distinctions in categorizing errors could lead to more suitable and effective methods of correction. A system for classifying errors is proposed. The system is based on theory and on data gathered in the English second-language classroom. Four complementary ways of categorizing error are outlined: (1) as error vs. mistake; (2) as a linguistic phenomenon (grammatical, discourse, phonological, or lexical); (3) by gravity of the error (interfering with intelligibility or

Services; *Nurses Aides; *Nursing; Occupational Information;
  Postsecondary Education; State Curriculum Guides; State
  Programs; Statewide Planning; Task Analysis
IDENTIFIERS- Idaho

Under the Idaho state system for curriculum development in vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. Based on a task list specific to the field, this curriculum guide provides the competencies needed by nursing assistants enrolled in postsecondary, short-term vocational education and high school programs. The suggested total completion time for classroom and laboratory work is 60 hours; the amount of clinical time required has been set at 40 hours. Introductory materials include goals of the program, information on competency-based education, and a detailed list of program standards. The curriculum is divided into 10 units. Each unit has the following parts: terminal performance and enabling objectives, suggested completion time, suggested teacher and learner activities, list of general references, and evaluation criteria. Unit topics are as follows: (1) role and responsibilities of the nursing assistant; (2) communication and interpersonal relationships; (3) safety, universal precautions, and cardiopulmonary resuscitation; (4) admission, transfer, and discharge procedures; (5) personal procedures; (6) exercise and activity; (7) elimination procedures; (8) collection of specimens; (9) procedures for unsterile warm and cold applications; and (10) variations in nursing care--special nursing responses. Other contents include a list of recommended textbooks and addresses and telephone numbers of 66 sources of media, print materials, and special books/pamphlets. Appendixes, amounting to over one-half of the guide, include checklists for demonstrations and teaching tools. An optional advanced teaching module on the nursing assistant as home health aide is attached. Objectives and suggested textbook are provided. (YLB)

ED 354 309 CE 062 996

Training Providers of Services to Persons with Developmental Disabilities. Level I. Technical Committee Report and Curriculum Guide. Invest in Success.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Attendants;
  Behavioral Objectives; *Caregivers; Competency Based Education;
  Curriculum Development; *Developmental Disabilities;
  Educational Research; Health Personnel; Home Health Aides;
  Household Workers; Job Analysis; Job Performance; *Job Skills;
  Job Training; Nurses Aides; *Occupational Information;
  Postsecondary Education; Program Content; Residential Care;
  *Service Workers; State Curriculum Guides; State Programs;
  Statewide Planning; Task Analysis
IDENTIFIERS- *Idaho

Under the Idaho state system for curriculum development in vocational education, Technical Committees made up solely of industry personnel are responsible for drawing up task lists for each program. A Technical Committee Report is prepared on completion of the committees assignment. This Technical Committee Report presents a task list that reflects current trends and the skills necessary for an employee to obtain

Examinations (Professions); Outcomes of Education; Postsecondary Education; School Business Relationship; Standards; State Licensing Boards; *Student Evaluation
IDENTIFIERS- Maori (People); *National Qualifications Framework (New Zealand); *New Zealand

This booklet explains New Zealand's National Qualifications Framework, a system of quality standards affecting high schools and postsecondary colleges and universities that is to be fully operational by 1996. Following an introduction, the first section explains why the current system urgently needs changing in order to equip workers for the demands of a fast changing world. The next section describes how the Framework operates, addressing such issues as where students' and trainees' records of learning will be kept, standards-based assessment, how to ensure quality, and recognition of prior learning. The next six sections describe the relationship between the Framework and secondary schools, polytechnics, colleges of education, the Training Opportunities Program, private training establishments, and government training establishments. The section on the Framework in the workplace covers the following: benefits to industry, such as ability to tailor training for individual needs, easier transfer of skills and learning, recognition for skills taught on the job, and recognition of prior learning; how the Framework will be implemented; and the timing of implementation, which requires that beginning in 1993 all new courses must conform to the Framework format. Another section describes how designers of the Framework are committed to developing Maori-based qualifications and ensuring that there is a Maori dimension, where relevant, to the qualifications. The document concludes with addresses of contacts for more information. (CML)

ED 354 327 CE 063 029

Designing the Framework. A Discussion Document about Restructuring National Qualifications.
PUB DATE- Mar 91
NOTE- 95p.; For related documents, see CE 063 028-031 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Certification; Competency Based Education; Criterion Referenced Tests; *Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; High Schools; Labor Force Development; Learning Modules; National Programs; *Outcomes of Education; Postsecondary Education; Prior Learning; Standards; State Licensing Boards; Student Evaluation; *Units of Study
IDENTIFIERS- Maori (People); *National Qualifications Framework (New Zealand); *New Zealand

This document is intended to generate discussion about the plans of the New Zealand Qualifications Authority for developing a National Qualifications Framework. The document begins with an explanation of the qualifications framework in Maori and in English. A guide to reading the document points out its organization and the inclusion of diagrams and Maori proverbs and their English translation. Section 1 outlines proposals and options for post-high school qualifications, including descriptions of vocational competence in the European and United Kingdom models and plans for certification. Section 2 outlines proposals and options for secondary education qualifications, discussing the school certificate, senior

Carl D. Perkins Vocational and Applied Technology Act 1990 amendments was the introduction of outcome-based accountability. Accountability from the local perspective was explored through interviews with local program administrators, staff, students, and employers in secondary and postsecondary vocational education programs in five states. Interviews focused on accountability, program improvement, relationship between programs and their constituents, and possible effects of Perkins Act requirements. A model of the local accountability systems operating in vocational education programs was developed. It illustrated how goals, measures, feedback, influence, and reform interacted to influence program practice and offered guidance for evaluating and strengthening local accountability systems. It was recommended that states take an active role in improving local accountability systems by reviewing and offering guidance to strengthen goals and measures, increase feedback and influence, and improve program planning. Conclusions were as follows: functioning local accountability systems exist; local accountability systems can aid program improvement; states can evaluate and strengthen local accountability systems; neither state nor local education agencies are fully prepared for their new roles; and the Perkins Act may overemphasize externally developed outcome-based standards and measures. (Appendixes include an article on changing responsibilities of local and state education agencies under the act and a 55-item bibliography.) (YLB)

ED 354 344 CE 063 056

Lashof, Judith R.
BEST: A Learner-Centered Workplace Literacy Partnership of the Vermont Institute for Self-Reliance and General Electric Aircraft Engines Rutland, VT. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 18 Dec 92
NOTE- 195p.; Cover title is "Vermont Adult Basic Education/General Electric Workplace Literacy Project. Working Together for Adult Literacy in Vermont."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Reading Programs; Basic Skills; *Computer Assisted Instruction; Computer Software Development; Content Area Reading; Courseware; *Functional Reading; Inplant Programs; Job Skills; Job Training; *Literacy Education; Material Development; *Portfolios (Background Materials); Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Reading Skills; Staff Development
IDENTIFIERS- Vermont; *Workplace Literacy

The Vermont Institute for Self Reliance (VISR) conducted a Basic Educational Skills for Training (BEST) program, a national demonstration project in workplace literacy, from April 1990 to March 1992. BEST provided learner-centered, context-based literacy instruction onsite, on company time, at two General Electric (GE) Aircraft Engines Rutland sites and two Burlington Electric Department (BED) sites in Burlington. Enrollment was open entry, open exit; employee participation was voluntary. Workplace texts were transformed into Responsive Text, a computer-augmented reading environment, and used to teach workplace literacy. An external evaluation reported the following results: the program significantly increased the literacy levels of program participants; it resulted in

DESCRIPTORS- Energy Occupations; Engineering Technology; *Internship Programs; Interprofessional Relationship; *Job Training; Labor Force Development; *Mentors; Needs Assessment; Professional Development; Program Design; *Program Development; *Public Agencies; Recruitment; Technical Occupations; Workshops
IDENTIFIERS- *Department of Energy

The Department of Energy (DOE) has implemented a coherent recruitment, training, and professional development program to provide the technical talent necessary to run DOE's many complex operations. Designed to provide recently graduated, entry-level engineers and scientists the learning and experience requisite to effective job performance and successful career development, the Technical Intern Program (TIP) is also oriented toward instilling in these newly hired graduates a DOE corporate "culture" of technical professionalism. TIP is a 2- to 3-year training program that provides interns the academic and practical, hands-on experience that will broaden their understanding of energy-related issues and strengthen their technical capabilities. Integral to TIP is the DOE Mentoring Program, aimed at providing the senior managers who serve as mentors to interns the knowledge and skills requisite to effective mentoring. Developed by the Center on Education and Training for Employment, the Mentoring Program consists of four workshops for mentors, supervisors, interns, and teams. The methodology used to develop this customized, client-oriented program has four parts: gain an understanding of the organization and its goals and expectations for the program; tap the research base; design the program, matching the relevant research to the organizational needs; and follow up and modify the program. After 1 year of operation, the Mentoring Program appears to be beneficial. The program flourishes where administration and line manager support is strong and visible. (YLB)

ED 354 363 CE 063 082

Cobb, R. Brian
Preparing Leaders for a World-Class Workforce: Integrating Academic and Vocational Education.
PUB DATE- 7 Dec 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Vocational Association (St. Louis, MO, December 7, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Basic Skills; Counselor Educators; Counselor Role; Counselor Training; Curriculum Development; *Educational Benefits; *Integrated Curriculum; *Labor Force Development; Preservice Teacher Education; Secondary Education; Teacher Educators; Teacher Responsibility; Teacher Role; Teaching Skills; *Vocational Education

Integration of academic and vocational curricula is just one of an arsenal of processes that school leaders can use to improve delivery of curriculum and instruction. It holds great promise in enhancing acquisition of basic skills necessary in an increasingly technological and socially complex workplace. The variations in which integration can occur are extensive, spanning curriculum, personnel, and organizational facilities. In practice, integration has resulted in significant improvements in student performance and employment results. Students in academic and vocational tracks have learned cooperation and increased their ability to transfer skills. Teachers have benefited through improved communication between for teaching strategies and highly valued job skills, such as problem solving and interpersonal skills, are evident and provide the basis for future research. (Contains 27 references.) (Author/KC)

ED 354 380 CE 063 116

Sormunen, Carolee
Critical Thinking in Business Education.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Classroom Techniques; *Critical Thinking; *Educational Philosophy; *Educational Practices; Postsecondary Education; Secondary Education; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy

Critical thinking is currently a prominent issue in education. For business educators, four issues must be considered: the meaning of critical thinking, how critical thinking can be introduced into the curriculum, how critical thinking is developed in courses, and how critical thinking can be evaluated. The literature identifies three theoretical thinking models: philosophical, psychological, and educational. Critical thinking can be introduced through the general, infusion, or immersion methods. Critical thinking is best developed in business courses through case studies, group projects, simulations, computer applications, role playing, and other techniques. (Bloom's taxonomy is useful in finding verbs to use for critical thinking applications.) Although these techniques have always been used by business teachers, they should play an increasing role now. Critical thinking can be evaluated though authentic assessment based on a four-step process: clarify reason for assessment, clarify performance to be evaluated, design exercises, and design a performance rating plan. Developing critical thinking skills will enhance the learning process. (An appendix includes sample verbs for Bloom's taxonomy, suggestions for applying Bloom's taxonomy to a unit on paychecks, and an evaluation sheet for a case study.) (KC)

ED 354 381 CE 063 117

Rogers, George E.; Mahler, Marty
A Comparison of the Acceptance of Technology Education between Idaho and Nebraska Teachers.
PUB DATE- Dec 92
NOTE- 34p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Educational Change; *Educational Improvement; *Educational Innovation; Program Improvement; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Technology Education
IDENTIFIERS- Idaho; Nebraska; *Stages of Concern Questionnaire

Although technology education has been discussed for a decade, it is still uncertain how teachers feel about this new curriculum. Industrial technology education teachers from Idaho and (essential entitlements, common necessary variants, and specific necessary variants) are discussed and examples are provided. Use of the model is described as a 10-stage process: college role, consultation, deciding on elements, quality of elements to be delivered, relationship between elements and resources, specialism as a resource, initiating and managing change, staff development, delivery, and evaluation. Final sections discuss entitlement and standards and contain comments on the model. (YLB)

ED 354 397   CE 063 139

Otter, Sue
Learning Outcomes in Higher Education. A Development Project Report.
PUB DATE- 92
NOTE- 145p.; UDACE, Further Education Unit, Citadel Place, Tinworth Street, London SE11 5EH, England, United Kingdom (4.50 British pounds).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Continuing Education; *Credits; Educational Certificates; Educational Research; Employer Attitudes; Employment Potential; Evaluation Methods; Feasibility Studies; Foreign Countries; Higher Education; Job Skills; Models; *Outcomes of Education; Student Attitudes; *Student Certification; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- Great Britain

A project tested the feasibility of describing learning outcomes in adult/continuing education in ways that could be more clearly understood by three major groups of people--students, teachers, and employers of graduates--and how these could be assessed and accredited. Academic staff explored four different approaches to describing learning outcomes based on objectives, subject knowledge, discipline, and competence. Student views were collected through structured workshops. Students described personal, social, academic, and vocational outcomes but were unable to write their own learning outcomes. Employer views were collected through consultation, interviews, and discussion. Employers judged employability of graduates through a small number of generic skills. A workshop on assessment showed little evidence of development of an assessment strategy for a course or program as well as the use of conservative approaches. Other work on accreditation raised three major issues: level, credit value, and coherence. Work on accreditation undertaken by three project subject groups resulted in three models based on general, subject specific, and core learning outcomes. A four-stage model was proposed: outcome description, assessment, curriculum model, and credit rating. (Notes include information on taxonomies, learning styles, and knowledge; approaches to assessment; and credit accumulation and transfer systems. Appendixes include project strategy and methodology, participant lists, and a 31-item bibliography.) (YLB)

ED 354 398   CE 063 140

Ecclestone, Kathryn
Understanding Accreditation: Ways of Recognising Achievement.
PUB DATE- Aug 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Newman, Michael K.
The Development of a Survey Instrument To Assess the "Learning How To Learn" Knowledge and Skills of Adult Educators in the Department of Adult Education in Anderson County.
PUB DATE- Nov 92
NOTE- 55p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Andragogy; Cognitive Processes; Educational Needs; High School Equivalency Programs; Learning Disabilities; *Learning Strategies; *Measures (Individuals); *Needs Assessment; *Professional Development; Research Methodology; Surveys; Teaching Skills
IDENTIFIERS- *Anderson Adult Education Center SC; South Carolina (Anderson County)

The purpose of this study was to develop a survey instrument that could be used to determine the degree to which faculty members perceive themselves to have knowledge and skills that they can use to help their adult students learn how to learn. Informal surveys of students at the Anderson Adult Education Center in South Carolina, which has a high dropout rate, indicated that students dropped out primarily because they found the subjects that they studied uninteresting and unhelpful. The center's director, however, believed that a large part of the problem was due to learning difficulties or a lack of "learning how to learn" knowledge and skills on the part of these students, and this idea led to the development of a survey instrument constructed to identify perceived strengths and weaknesses of the center faculty as regards their ability to model and teach their adult students the art and science of learning. Steps in the process included the following: a literature review that revealed that students need "learning how to learn" skills more than ever; creation of a draft of a survey instrument and its review by a panel of experts; sampling of the instrument with some faculty groups; and creation of the final version of the survey. The completed instrument is expected to be administered to all 16 faculty members of the center as soon as feasible and the results used to create a training program to meet their perceived needs as they go about educating their adult students. (The report includes the survey form and 47 references.) (KC)

ED 354 416 CE 063 412

Kerka, Sandra; Imel, Susan
Workplace Literacy: Lessons from Practice. ERIC Digest No. 131.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Corporate Education; *Job Skills; Program Descriptions; Unions
IDENTIFIERS- ERIC Digests; National Education Goals 1990; *Workplace literacy

The fifth National Education Goal--every adult will be literate and possess the necessary skills for competing in a global economy and to exercise the rights and responsibilities of

Literature exists to support the statement that children suffer from Post Traumatic Stress Disorder (PTSD). The diagnosis is not one that is commonly made in children and is generally considered occurring in returning war veterans or adult victims of trauma, including incest. The American Psychological Association (APA) Diagnostic and Statistical Manual of Mental Disorders (DSM)-III-Revised defines post-traumatic stress disorder, an anxiety disorder, as distinguished by the development of characteristic symptoms following a psychologically distressing event that is outside the range of usual human experience. An improved method of diagnosing PTSD, especially in children, would be the inclusion of acute versus chronic differentiation. Consider that a prolonged, or painful, event in a child's life can meet the criteria for experiencing PTSD in children. Too often children are viewed as passive recipients of life experience when they are instead dynamic consumers of all the experiences that come their way, whether good or bad. PTSD in children can result in aggression and precocious sexuality, alterations in a child's sense of security and perceived vulnerability, challenge self-esteem, create or escalate stress in intrafamilial and peer relationships, and change future orientation. Improved diagnosis can effect treatment considerations and assist a child experiencing PTSD to an improved level of functioning. (ABL)

ED 354 434 CG 024 776

Steward, Cherie A.
Improving the Coping Skills of Inner City Elementary Children of Alcoholic, Abusive Parents by Implementing Group Counseling and Alcohol Education.
PUB DATE- 93
NOTE- 109p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; Alcoholism; *Child Abuse; *Coping; Counseling Effectiveness; Elementary Education; *Elementary School Students; *Group Counseling; *Parent Child Relationship; Parent Counseling; Parents; School Counseling; Teachers; Urban Youth

The goal of this group counseling and alcohol education program was that inner city elementary children whose parents frequently drink alcohol would possess knowledge and techniques to help them to cope with their parents' drinking. It was also expected that parents and school personnel would acquire the training and skills to effectively assist these children through their anger and ability to develop effective coping skills at home and in school. Students were self-selected and met each week in seven counseling groups of five students each. Alcohol education training sessions were held for teachers, parents, and groups with students. Weekly 1-hour workshops were held for participating parents. At the end of the year-long program 21 parents were given the Parent Post Questionnaire; 19 teachers were given the Teacher Post Questionnaire; and 35 students were given the Student Post Questionnaire. The overall results of the program were positive with 85% of the elementary students being able to effectively cope with the parental alcoholism. Further analysis indicated that 85% of the teachers could effectively assist pupils in coping with the parental alcoholism. Also, 85% of the parents reported improved communication with their children. The group counseling and often by narrowly defining women as white, middle class, heterosexual, physically able and young. Ultimately this approach simply may replace the old, white, privileged male norm with a similarly limited white, privileged female norm. In a society that marginalizes the nonprivileged, what is meant by "achievement" must be redefined and a variety of achievements must be valued if a diverse group of models is to be provided. (ABL)

ED 354 453 CG 024 795

Elkins, John, Ed.; Izard, John, Ed.
Student Behaviour Problems: Context, Initiatives and Programs. Selected Papers from the National Conference on Student Behaviour Problems: Context, Initiatives and Programs (3rd, Brisbane, Queensland, Australia, October 1991).
PUB DATE- 92
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Coping; Counseling; Counseling Services; *Discipline; Discipline Policy; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Interpersonal Relationship; Parent Child Relationship; School Counseling; Secondary School Students; *Student Behavior; Teacher Role
IDENTIFIERS- Australia

The conference papers in this collection are grouped under the following topics: behavior problems in context; interpersonal relationships; initiatives by systems and schools; and programs in special settings. Papers included are: (1) National Trends in Discipline Policy Development (Roger Slee); (2) Balancing: The Protocols of Discipline (William Rogers): (3) Parents' Rights: Shadow or Substance? (John Seymour); (4) How Effective Is Family Therapy? (Sandra Lancaster, Ray Over); (5) Impact of Antisocial, Inattentive and Restless Behaviours on Reading (Kenneth Rowe, Katherine Rowe); (6) Teachers' Perceptions of Students' Adjustment Difficulties (W. Bor and others); (7) Discrepancy between Self-Report and Observer Ratings (Kristine Bajuk and others); (8) Coping with Kids: A Program for Parents (Judy Cook); (9) Coping with Kids: Evaluation of Program (Wallace Roy, Judy Cook); (10) A Rationale for Involving Families in School Interventions with Their Problem Adolescents (Jill Seymour); (11) Limited Competence with the Comprehension and Expression of Emotions (Tony Attwood); (12) Assessing Effects of Family, Child and Program Characteristics (Toni Johnson and others); (13) Training To Work with Students with Behaviour Disorders (Christopher Szaday, Sara Thorley Smith); (14) Facilitating the Development and Implementation of a School Discipline Policy (Barry Wilson); (15) Alienated, Disaffected or Disturbed High School Adolescents (Ian Hay and others); (16) Aggression Replacement Training in a High School Setting (Yvana Jones); (17) A Collaborative Approach to Behaviour Management in the Classroom (Denise Bliss); (18) Self-Esteem: An Overview (Beulah Castan); (19) There's Been a Culture Change at Carlton (Helen Farrell); (20) Campbell House: Aims and Objectives and Procedures (Sue Henderson and others); (21) Violent, Aggressive Boys and Feminist Teachers (Sandra Renew); (22) Behaviour Management of Children with an Intellectual Disability and Difficult Behaviour: A Parent Group Program (Terri Sheldon); (23) A New Wave in Special Education or Maths Break on the Back Break (Peter Flint); (24) What Berengarra School Has Learned about Working with Families

Analysis of data indicated a reduction of scores on the 13 characteristics between the beginning and the ending of treatment for all groups. Participants' ratings indicated a general perception of helpfulness. The majority of participants said that they would either seek out another Adult Children of Alcoholics (ACOA) group or would continue with some type of therapy. College age, young adulthood, is an especially challenging time in terms of developmental changes and their implications for a healthy adult life. The results indicated that all groups were successful in reducing their scores on Woititz's scale. The counselor at the college level must provide resources for students to resolve these difficult developmental issues, and for the college age child of an alcoholic home the challenge is even greater. (ABL)

ED 354 472 CG 024 814

Obermesik, John W.; Beehr, Terry A.
Effects of Worker Classification, Crystallization, and Job Autonomy on Congruence-Satisfaction Relationships.
PUB DATE- 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Congruence (Psychology); Higher Education; *Job Satisfaction; *Student Employment
IDENTIFIERS- Hollands Theory of Occupational Choice; *Occupational Congruence; Work Autonomy

A majority of the congruence-satisfaction literature has used interest measures based on Holland's theory, although the measures' accuracy in predicting job satisfaction is questionable. Divergent findings among studies on occupational congruence-job satisfaction may be due to ineffective measures of congruence and job satisfaction and lack of attention to moderator variables. This study tested the correlational differences between three measures of occupational congruence with each of two job satisfaction criteria. Subjects (N=301) were college student employees who returned a questionnaire for a 75% response rate. As hypothesized, perceived congruence predicted both satisfaction measures significantly better than the two Holland-based congruence measures. Three variables were also tested for moderating effects on each of the six congruence-satisfaction relationships. A more positive relationship was obtained between perceived congruence and satisfaction with work itself for high rather than low crystallization students. A more positive relationship between perceived congruence and overall job satisfaction was found for low rather than high job autonomy students. Worker classification main effects indicated that white collar student employees were more satisfied with their work and the job in general than blue collar student employees. Secondary analyses indicated that perceived congruence predicted satisfaction with work itself significantly better than overall job satisfaction. (Contains 26 references.) (ABL)

ED 354 473 CG 024 815

Rollin, Stephen A.
Botswana. Guidance and Counseling. Training of Guidance Practitioners. Junior Secondary Education Improvement Project.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; *Classroom Environment; Educational Objectives; Educational Philosophy; Elementary Education; *Family Environment; Grade 7; Junior High Schools; *Parochial Schools; Reading Aloud to Others; *Reading Instruction
IDENTIFIERS- *Amish (Old Order); Iowa; *Pleasant Hill School IA

Amish beliefs are exemplified in their parochial schools. Children are taught to be diligent and work hard at the task at hand. "An idle mind is a devil's workshop" is very much in evidence when Amish children study and learn that which stresses the moral and the practical. The home setting emphasizes the utilitarian with its farm work and household chores that need to be completed. The school stresses the abstract with its objectives relating to the moral, ethical, and religious teachings. The abstract and the practical become one in everyday life's endeavors. A seventh-grade reading lesson at Pleasant Hill School in Bloomfield, Iowa focused on literal interpretation of content, and the content of the basal reader emphasized values such as honesty, truthfulness, hard work, thrift, decency, and courage to do what is right. (RS)

ED 354 493 CS 011 200

Cardinale, Loretta A.
Explicating Biology Vocabulary with Etymologies.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Etymology; Higher Education; *Learning Strategies; Reading Research; Scientific and Technical Information; Undergraduate Students; *Vocabulary Development
IDENTIFIERS- Analogies; Causal Inferences; Text Factors

A study examined the effects of implicitly embedding short passages explicating information (etymological, analogical, or causal) within a given text on the learning of verbal information. Instructional materials were developed which used two different sequences, one control group receiving filler materials, and three groups receiving one of the different types of explication. A total of 184 undergraduates enrolled in programs in a college of education read text organized into one of two instructional units on the human heart and completed a series of four tests (drawing, identification, terminology, and comprehension) two days later. Results indicated that: (1) treatment groups performed better than the control groups that received filler material on the measures of cued recall and recognition; (2) the analogical and causal treatment group mean scores were significantly higher than the control group mean scores on a drawing test; and (3) students receiving the vocabulary-last sequence performed significantly better than the students receiving the vocabulary-first sequence on drawing and terminology tests. (Contains 26 references.) (RS)

ED 354 494 CS 011 201

Newton, Debra Lee
Whole Language: What Is It?
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Descriptive Writing; Intermediate Grades; Junior High Schools; Maps; Thinking Skills; Writing Assignments; *Writing Improvement; Writing Skills
IDENTIFIERS- Following Directions; Writing Contexts

Emphasizing real-life communication skills, this book offers cooperative activities to help teachers supplement their writing programs with easy-to-use critical thinking activities. The activities in the book are suitable for grades 4 through 8, for gifted younger students, or as a remediation tool for older students. The activities are aimed at the development of writing and following directions. The tasks involve students in organizing various types of information and using visual imagery and visual discrimination. The students must become familiar with concepts and terminology related to orienteering. Each of the 23 activities in the book is constructed around a map and two different sets of Writer's Instructions, each with a more detailed small map. The activities include: spelunking, visit to the wetlands, going to the zoo, busing it, haunted house, finding the pharaohs, the bakery, the city library, space shuttle, and desert motocross race. Students, working in pairs, write directions for other students to follow: directions are then exchanged and students try to find the hidden goal as instructed by their peers. A suggested teaching strategy and modeling sample precede the activities in the book. (RS)

ED 354 513 CS 213 667

Baker, Michael; And Others
Critical Thinking Activities To Improve Writing Skills: Whatcha-Macallits A-1.
PUB DATE- 91
NOTE- 54p.; For other books in this series, see CS 213 665-668.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Descriptive Writing; Intermediate Grades; Junior High Schools; Mathematics Instruction; Science Instruction; Thinking Skills; Writing Assignments; *Writing Improvement; Writing Skills
IDENTIFIERS- Writing Contexts

Emphasizing real-life communication skills, this book offers cooperative activities to help teachers supplement their writing programs with easy-to-use critical thinking activities. The activities in the book are suitable for grades 4 through 8, for gifted younger students, or as a remediation tool for older students. The activities in the book ask students to analyze a set of objects to determine what attributes are shared and which are not, then to write a description of the set so that another student, after reading only that description, will be able to name or draw a member of the set and explain why the object selected belongs to the list. The book provides worksheets to help focus both writers and readers. The book presents sample activities and modeling, introductory activities, mixed bag activities, and activities for mathematics, science, and geography. (RS)

ED 354 514 CS 213 668

enthusiastic about the opportunity to share with others their successes and concerns about their teaching. (A summary of the results from the questionnaire, the questionnaire, a list of preliminary questions under consideration, and a sampling of multicultural texts/tapes/videos of works of interest are attached.) (RS)

ED 354 532 CS 213 701

Ichioka, Cynthia S., Ed.
Stories from around the World: An Annotated Bibliography of Folk Literature.
PUB DATE- 92
NOTE- 107p.; For earlier related bibliographies, see ED 286 531 and ED 309 779. Foreword by Therese Bissen Bard.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Annotated Bibliographies; Cultural Context; Elementary Secondary Education; *Folk Culture; Foreign Countries; Information Sources; *Literature
IDENTIFIERS- Historical Background; *Pacific Islands Literature; Philippines; Traditional Oral Literature

Third in a series of annotated bibliographies designed to help teachers and librarians locate stories and lore on cultures and topics not easily accessible, this sourcebook presents five annotated bibliographies of traditional literature that has not previously been systematically collected. Each selection in the sourcebook contains an introduction to the topic, a list of references, and an annotated bibliography. Two of the five selections deal with Pacific Island cultures; one is on a special folklore character from the Philippines; and two are on special topics with stories found worldwide. The selections in the sourcebook are: (1) "The Night Marchers" (Nori L. K. Leong); (2) "Niue: History and Folk Culture" (Cynthia S. Ichioka); (3) "The Tianak" (Beryl Ripp); (4) "Mermaids in Folk Literature" (Marcia J. Kemble); and (5) "Riddling in Folk Narratives" (Melode Reinker). (RS)

ED 354 533 CS 213 702

Hellwig, Harold A.
The New Breed of Graduate Programs: Preparing for the Changing Market.
PUB DATE- Nov 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *Doctoral Programs; *Educational Trends; *English Curriculum; Graduate Students; *Graduate Study; Higher Education; Job Placement; Teacher Education
IDENTIFIERS- English Teachers; Professional Concerns

The current recessionary market has destabilized national hiring practices in the fields of literature and composition in the United States. Some predict a growth in academic openings in the next several years, but the trend is a shrinking of the job market. In response, graduate programs may need to return to the basics of teaching writing and literature at all levels, reference to speech, the Association would be engaging in complicity with political oppression. From the Association's inception in 1892, the official name had been altered at least four times until 1946, when it officially became the "Speech Association of America." In 1970 it became the "Speech Communication Association," but in 1976, 1984, 1989 and 1992, moves were made to change the name. The latter three occasions each involved a move to change the name officially to the "American Communication Association," and each time the moves failed. Despite various theoretical arguments for and against the term "speech" being used in the Association's name, there are no sufficient reasons yet for dropping "Speech" from the title. Until a definitive argument explains to the satisfaction of all just why the term "speech" is unworthy, it should remain in place as part of the Association's title. (HB)

ED 354 551 CS 508 045

Hawkins, Katherine
Communication Apprehension and Academic Advising: Advising the Communicatively Apprehensive Student.
PUB DATE- Oct 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; *Communication Apprehension; *Faculty Advisers; Higher Education; School Holding Power; *Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- Communication Context; *Communication Strategies

Frequent, quality contact with faculty and professional staff (including academic advisors) has been associated with increased retention among undergraduate college and university students. Communication apprehension (CA) associated with interacting with faculty during academic advising may have a negative impact on retention. An instrument was developed and tested for measuring CA specifically associated with interacting with faculty and academic advisors, by altering the 24-item version of the Personal Report of Communication Apprehension to a 6-item Faculty/Advisor CA scale. Three major theories seek to explain the genesis of CA: excessive activation, inappropriate cognitive processing, and inadequate communication skills. Some practical ways to reduce the anxiety of advisees experiencing dysfunctional levels of CA in the academic advising context include: creating a relaxing environment, helping students realize that they are in control of their destiny by taking them slowly through graduation requirements, helping students relabel their arousal as a positive rather than negative emotion (i.e. excitement rather than dread), and not forgetting politeness and friendliness in favor of "efficiency" in the advising session. Further suggestions include: reducing uncertainty through general information sessions about advising and registration procedures, setting clear expectations and then rigorously conforming to them, adding structure and predictability to the advising process, and initiating contact with apprehensive students rather than waiting for them to come to the advisor. (An appendix contains the Faculty/Advisor Communication and technique matrix of tools and eight tables of data are included. (Contains 16 references.) (RS)

ED 354 571 CS 508 086

Frymier, Ann Bainbridge
Affinity-Seeking in the Classroom: Which Strategies Are Associated with Liking of the Teacher?
PUB DATE- Oct 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Higher Education; Student Attitudes; *Teacher Behavior; *Teacher Student Relationship; Teaching Styles; Undergraduate Students
IDENTIFIERS- *Affinity Seeking Strategies; *Communication Strategies

A study investigated the association between affinity-seeking strategies and teacher liking. Data were collected from 251 undergraduate students at the middle of the semester and 178 undergraduate students at the end of the semester on the behavior of an equal number of instructors. Respondents were asked to assess their chosen instructor's affinity-seeking behaviors using a list of 25 affinity-seeking strategies. Liking was measured using a 10-item, 7-step bipolar adjective scale. Results indicated that: (1) the liking scale was determined to be a reliable, stable, unidimensional scale; (2) teachers' use of affinity-seeking strategies was associated with increased liking of teachers by students; (3) the strategies of assume control, reward association, self-inclusion, and similarity had small non-significant correlations with liking; (4) the use of personal autonomy and similarity strategies had negative regression coefficients; and (5) affinity-seeking strategies that were most predictive of liking were assume equality, conversations rule-keeping, elicit other's disclosure, facilitate enjoyment, and optimism. (Three tables of data are included. Contains 15 references.) (RS)

ED 354 572 CS 508 088

Swarts, Valerie R.
Critical Thinking: Friend or Foe of Higher Education.
PUB DATE- 30 Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Cultural Differences; Educational Philosophy; *Educational Trends; Higher Education; Multicultural Education; *Political Issues; Student Needs
IDENTIFIERS- *Educational Issues; Politically Correct Communication

Recent educational reform by proponents of multiculturalism and diversity has tended to identify with cultures other than the dominant one and to embrace variations in race, gender, age, or others. However, this trend has caused a backlash by

Secondary School Teachers
IDENTIFIERS- *Hong Kong

School discipline is the foundation of education and ensures a safe and peaceful environment in which to learn and work. Establishing rules and the use of reward and sanction to enforce rules are the primary aspects of school rule formation. Incentive-based rules improve discipline better than punishment-based rules, which hurt the student-teacher relationship. Reward-based discipline also builds trust and fosters a positive environment. Research on school rules has examined the sanction and reward system, implicit or explicit designs, and rule dissemination, formulation, and enforcement. A survey of teachers and principals at 29 secondary schools in Hong Kong revealed that female teachers had a more positive perception of school-discipline climate and use of rewards than did males. Generally, girls' schools had a more positive discipline climate than boys' and coeducational schools. Less academically capable students also experienced more behavioral problems than more able students. Additional findings are as follows: School-discipline climate and teacher's attitudes toward reward and punishment are closely related; no relationship was established between school-discipline climate and the characteristics of school rules; characteristics of school rules do not affect teacher's attitudes toward reward and punishment. (Contains 22 references.) (JPT)

ED 354 590   EA 024 586

Fung, Alex C. W.
Management of Educational Innovations: The "Six-A" Process Model.
PUB DATE- Aug 92
NOTE- 32p.; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Administration; *Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries

The "Six-A" innovation model is developed from the theory that innovation is a learning process and not just an event as Fullan (1985, 1991), Beckhard and Harris (1977), Turrill (1986) and many others have advocated. Eleven sections compose this paper. The introduction gives a brief historical review of studies and research on education change. The next section explores educational change and innovation, its definitions and meanings. The third section explores why innovations fail and is followed by a section that elaborates further on theories of change, or changing. The fifth section concerns the current perspectives of change and explains five key convergent concepts on managing change. They are change and excellence, change as a learning process, change and people, change and culture, and change and leadership. Sections 6, 7, and 8 highlight the conceptual framework of the "Six-A" innovation model, presenting the two phases of innovation, the four-system framework of innovation, and the target of change in a user system. Section 9 deals with "facimilation"--a theory of changing and facilitating the assimilation of an educational innovation. Section 10 details the "Six-A" model--awareness, attitude formation, adoption, adaptation, action, and application. The three phases of initiation, assimilation, and

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; *Boards of Education; Cooperation; Elementary Secondary Education; *Interprofessional Relationship; Organizational Communication; *Participative Decision Making; Politics of Education; Role Conflict; *Superintendents

Practices to maintain and enhance board-member relationships are described in this handbook. Following the preface, chapter 1 presents a historical overview to describe the problems involved in defining the proper roles for school boards and superintendents. Chapter 2 identifies current board/administrator roles and what they should be for the 1990s and beyond. The third chapter examines factors contributing to the declining tenure of superintendents. Factors of the rising tensions between boards and administrators in the areas of communication, turf, personnel decisions, and lack of training are examined in the fourth chapter. Chapter 5 looks at the external pressures that enhance those tensions. Chapters 6 and 7 provide strategies for selecting superintendents and for conducting superintendent evaluation and board self-evaluation. The eighth chapter describes how to create a relationship based on trust, with a focus on the importance of communication and the power of information. The final chapter examines some of the ways in which successful boards and administrators have created and maintained thriving relationships through developing shared decision making, dealing with conflict, participating in inservice training, changing the superintendent's role, and sharing responsibilities. An example of a school-based management program in the Cherry Creek Schools of Englewood, Colorado, and a list of related American Association of School Administrators (AASA) publications are included. (LMI)

ED 354 610 EA 024 669

Schmuck, Richard A.
Beyond Academics in the Preparation of Educational Leaders: Four Years of Action Research.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Administrator Education; Administrator Role; Educational Administration; Field Experience Programs; Higher Education; *Instructional Leadership; *Leadership Training; *Management Development; Mentors; Principals; School Administration
IDENTIFIERS- *Oregon

This document describes the outcomes of a 2-year experimental administrator preparation program implemented in Oregon in 1988. The first year of the program consisted of seven weekend institutes that focused on administrative skills and contemporary concepts of instructional leadership. The following summer, participants took four school management courses and participated in the National Association of Secondary School Principals (NASSP) Assessment Center program, a field-based mentoring experience, and five seminars for the mentoring pairs. Four evaluation substudies found that: (1) most participants were capable of articulating a coherent leadership philosophy and applied the skills learned during their mentorship; (2) participants in the experimental program considerations in creating cohorts. The four most common components of cohort programs are initial development activities, reflective seminars, individual learning opportunities, and long-term involvement. Initial development activities help form bonds and teamwork. Reflective seminars integrate theory and practice and allow students to share insights from their work and other experiences. Personal learning plans can be developed during individual learning opportunities. Finally, many cohorts continue contact with each other long after they have left the program. Cohorts are also a good method for teaching diversity issues. Members of cohorts can learn about each other's different backgrounds and experiences. They can also engage in formal study together on diversity issues. Three diversity subcategories (gender, ethnicity, and social class) should be considered in organizing cohorts and diversity instruction. (Contains 40 references.) (JPT)

ED 354 628   EA 024 703

Spies, Jerry
Sex Education: Issues of Power and Participation.
PUB DATE- Oct 92
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Citizen Participation; *Community Involvement; *Community Problems; Conflict Resolution; *Controversial Issues (Course Content); *Ethical Instruction; High Schools; *Public Education; *Sex Education
IDENTIFIERS- Curriculum Directors

The diversity of values about sexuality among administrators, teachers, parents, and children creates serious challenge for public schools. This case study offers an insider's view of what happened in a community when conservative parent groups challenged a senior high health curriculum. In the "Laketown Public Schools," conflict erupted over the "Current Health Issues" course. The main group opposing the curriculum, Concerned Citizens, objected to the value-free approach that invited students to make their own choices. They feared that information about sex would encourage promiscuity and that the concept of "safe sex" misrepresented real dangers. They objected to the inclusion of homosexuality as a discussion topic. Language played a critical role in the conflict: "safe sex," "alternative lifestyles," "graphic" descriptions of sex, the use of warlike and partnership metaphors to describe the conflict, and even the names of various groups became the subject of debate and dialogue. The Concerned Citizens group and the vocal, but less organized group supporting the curriculum exercised an agenda-setting power. A third, much larger, though less vocal group of parents took a variety of positions during the debates. Students were active participants. The curriculum director refocused the discussion on the language of the community, allowing the parties to agree to 15 conclusions that provided a framework for resolving the conflict. Schools, as microcosms of democracy, are required to be inclusive of the diversity that exists in the community, and school administrators can contribute by doing research and reflecting on their practices. (Contains 12 references.) (TEJ)

Children and Youth" (Sue Anne Hammond and Linda Hagar Meiners). The final section offers two chapters that envision the future of education of ethnic and racially diverse deaf populations. It contains "Rethinking the Education of Ethnic/Multicultural Deaf People: Stretching the Boundaries" (Joseph E. Fischgrund and C. Tane Akamatsu) and "Looking Forward to a Multicultural Commitment" (Kathee M. Christensen). References are provided for each paper. (JDD)

ED 354 646 EC 301 813

Haines, Leonard P.; And Others
AIMS CoPlanner: Transacting Changes in Resource Teacher Preparation.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Council for Exceptional Children/Teacher Education Division Conference "Transactions: Changing and Affecting Change" (Cincinnati, OH, November 11-14, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Disabilities; Educational Change; Elementary Secondary Education; Higher Education; Management Information Systems; Practicums; *Preservice Teacher Education; Program Development; *Resource Room Programs; Special Education Teachers; *Teacher Education Programs; Teacher Role

The impact of changes in the special education environment on the role of the resource teacher are discussed, such as trends toward placing students with special needs within regular classrooms, delivering programs to learners with a wider range of instructional needs, and collaborating in delivery of classroom instruction. Consequent shifts in demands upon teacher educators are then noted. The Department for the Education of Exceptional Children of the University of Saskatchewan's College of Education in Saskatoon, Canada, responded to these changes by: moving resource teacher preparation courses from the undergraduate to graduate level; developing generic theory courses around a core of "integrated practicum" classes; involving local public schools as practicum sites; and making use of peer coaching, reflective journal writing, and role playing and modeling. One component of the change process involved integrating computer technology into teacher preparation, through development of Project AIMS (Assessment, Instruction, and Management Support). The AIMS CoPlanner is an interactive computer program designed to help teachers gather relevant information about a student, reflect on that information, plan teaching strategies, monitor student progress, and report on student progress. Besides supporting instruction, AIMS CoPlanner was designed to enhance communication among staff who share responsibility for the education of a student, to make assessment and teaching tools available online, and to reduce administrative time involved. (Contains 15 references.) (JDD)

ED 354 647 EC 301 814

Fink, Sandra; Allen, Diana
Special Education Forms. Volume 3: Early Intervention: Birth to Three Years.
PUB DATE- Aug 92
NOTE- 61p.; For volumes 1 and 2, see ED 353 723-724.

Teachers; *Change Strategies; Elementary Secondary Education; Higher Education; Institutes (Training Programs); *Preservice Teacher Education; Program Development; Rural Education; Summer Programs; *Teacher Placement; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; Urban Education; Urban Teaching

IDENTIFIERS- *Teach for America

This document describes "Teach for America," a program which recruits outstanding college students who may not otherwise have considered teaching, provides them with an intensive training program, and places them for 2 years of teaching in inner-city and rural school districts with persistent teacher shortages. The report addresses: (1) the organization (history, advisers and directors, and staff); (2) the need (the shortage of teachers in specific areas, the shortage of teachers who are of color, and an impending general teacher shortage); (3) the rationale (capitalizing on student idealism and indecision, and countering the major factors discouraging students from entering teaching); (4) program overview; (5) recruitment and selection (recruitment at 100 top colleges and universities, and selection criteria); (6) training (faculty, site, curriculum, and key ideas); (7) placement (locations, certification, salaries); (8) support (within the school and external); (9) evaluation (of both program and participants); (10) the context of the program (including broader efforts to recruit teachers and broader efforts to professionalize teaching and restructure schools); (11) program contributors; and (12) reprints of mass media articles about the program. (DB)

ED 354 665 EC 301 842

Arcia, Emily; Gallagher, James J.

Recommendations for State Data Systems: The Importance of Socioeconomic Variables. Policy Alert.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Feb 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Databases; *Data Collection; *Disabilities; Ethnic Groups; *Information Needs; Minority Groups; *Needs Assessment; Preschool Education; *Recordkeeping; Rural Education; *State Programs; State Standards

IDENTIFIERS- *Individuals with Disabilities Education Act Part H

To determine the extent to which states are able to assess their provision of services to typically underserved populations, this study interviewed 16 Part H (Individuals with Disabilities Education Act) state coordinators. Major findings indicated: (1) six states identified their rural population as most underserved and six identified one or more racial or ethnic minorities as most underserved; (2) states had difficulties with accurate counting of children served; (3) only 10 states collected information on ethnicity or race; (4) data on family income were collected in two states; (5) of the six states identifying rural populations as most underserved, only two included a variable which assesses rural/urban residence in their data systems; and (6) none of the coordinators identified African Americans as the most underserved. It is concluded that states should have data systems which indicate race and/or ethnic background, family income, families's place of residence (zip codes are suggested), and parent employment and insurance

EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Blindness; Braille; *Communication Aids (for Disabled); Computer Oriented Programs; Computers; Deafness; *Hearing Impairments; Input Output Devices; Interactive Video; Sensory Aids; *Technological Advancement; *Telecommunications; *Visual Impairments

This final report describes activities and products of an 18-month study on improving access of persons with sensory impairments to media, telecommunications, electronic correspondence, and other communications devices by means of technological advancements. Ten scenarios were developed which describe potential applications of: (1) Braille devices (a major technology shift is required to design a full-page Braille display); (2) input/output devices (alternative display or translator devices to computers are needed); (3) visible light spectrum manipulation (computer access, night vision, and image enhancement technology can improve access to printed media); (4) flat panel displays (key technologies include hand-held or flatbed scanners with optical character reader software); (5) descriptive video (costs seem to be the barrier to implementation); (6) adaptive modems (combined access to telephone devices for the deaf and data transmission over telephone lines is needed); (7) telecommunications systems (development of voice recognition systems, call progress information, and access to automatic message answering systems is needed); (8) voice recognition systems (voice recognition systems that are speaker independent are required); (9) video teleconferencing/data compression (true video phones--but not picture phones--are attractive to deaf persons); and (10) portable power systems (selection of appropriate power sources is urged). Appendices, which constitute the bulk of this report, include a conceptual framework document, the information collecting plan, a 10-year development plan, and the full text of all 10 scenario papers. (DB)

ED 354 685 EC 301 868

Udvari-Solner, Alice
Curricular Adaptations: Accommodating the Instructional Needs of Diverse Learners in the Context of General Education.
PUB DATE- Nov 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Curriculum Development; Definitions; *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); Helping Relationship; Heterogeneous Grouping; Instructional Materials; Learning Activities; *Mainstreaming; *Social Integration; Student Educational Objectives; Teacher Student Relationship; *Teaching Methods

This manual offers definitions, techniques, and strategies to generate curricular adaptations to meet the needs of students with a range of intellectual abilities, and thereby increase the practice of inclusive schooling in which all children learn together and multiplicity of learning styles is valued. First, an in-depth definition of "adaptations" is offered, followed by a summary of traditional adaptations. Then seven strategies for services?"; "How do families obtain services?"; "What can I do to get a respite program started in my community?"; "Are respite care providers required to be licensed?"; and "Can I use a regular child care program for respite?" Four organizational resources and four references are provided. (DB)

ED 354 704 EC 301 889

Child Care Settings and the Americans with Disabilities Act. Arc Q & A Series.
SPONS. AGENCY- Department of Justice, Washington, D.C.
PUB DATE- May 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Civil Rights; Civil Rights Legislation; *Day Care; *Day Care Centers; *Disabilities; Early Childhood Education; Federal Aid; *Federal Legislation; Mainstreaming; State Aid; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990

Basic information about child care settings and the Americans with Disabilities Act is presented in a question-and-answer format. The following questions are addressed: "What is the Americans with Disabilities Act (ADA)?"; "What is the definition of an individual with a disability under the ADA?"; "What does the ADA mean for a child care center or family day care home?"; "Are there benefits to including children with disabilities in a child care center or family day home?"; "Will Title III of the ADA create changes in child care programs?"; "What do 'readily achievable' and 'undue burden' mean?"; "What are 'auxiliary aids and services'?"; "Are any changes required in the transportation service a center provides to children?"; "What resources are available to help child care centers accommodate children with disabilities?"; "Since centers may incur additional costs in complying with the ADA, what help is available?"; and "How can child care centers meet the needs of both children with disabilities and children without disabilities?" Four organizational resources and three references are also provided. (DB)

ED 354 705 EC 301 890

The Americans with Disabilities Act of 1990. Arc Q & A.
PUB DATE- May 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Civil Rights Legislation; *Compliance (Legal); Definitions; *Disabilities; *Federal Legislation; *Handicap Discrimination; *Mental Retardation
IDENTIFIERS- *Americans with Disabilities Act 1990

Basic information about the Americans with Disabilities Act of 1990 is presented in a question-and-answer format. The following questions are addressed: "What is the purpose of the addressing such issues as the unequal distribution of power in South Africa, or of making their discipline part of the process of democratic transformation is traced to the paucity of studies concerned with the role of language in the establishment, maintenance, and change of social relations of power. To illustrate the sort of research required, this paper focuses on studies of compliment giving and responding behaviour in the fields of ethnography of speaking and critical language study. It also traces the implications of a fuller understanding of the relationships between language and power for language education policy and practice for post-apartheid South Africa. (Author)

ED 354 726 FL 020 906

Han, Chung-hye
A Comparative Study of Compliment Responses: Korean Females in Korean Interactions and in English Interactions.
PUB DATE- 92
NOTE- 16p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- College Students; Comparative Analysis; *Cultural Differences; *English (Second Language); *Females; Foreign Students; Higher Education; Interpersonal Competence; *Korean; Language Research; Pragmatics; *Speech Acts; Transfer of Training
IDENTIFIERS- *Compliments (Language); *Koreans

The first part of this paper reviews previous literature on speech acts, compliments, and compliment responses. Previous research shows that the same speech act is very likely to be realized quite differently across cultures. The second part of the paper examines the compliment responses of Korean females in English interactions and in Korean interactions. The study found that Korean females responded differently when speaking in Korean or English; little evidence of pragmatic transfer was found. (Author)

ED 354 727 FL 020 907

Linnell, Julian; And Others
Can You Apologize Me? An Investigation of Speech Act Performance among Non-Native Speakers of English.
PUB DATE- 92
NOTE- 24p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *English (Second Language); *Interpersonal Competence; Language Research; Language Tests; Native Speakers; Oral Language; Scores; *Speech Acts; Testing
IDENTIFIERS- *Apologies; *Nonnative Speakers; Test of English as a Foreign Language

In this study, the performance of apologies among 20 non-native speakers (NNSs) of English and 20 native speakers (NSs) of English was examined. Two questions were addressed: How did NNSs' apologies compare with NSs' in identical situations? What relationship existed between the performance of apologies by communication, stigmatizing or irritating, common, or high-frequency); and (4) by difficulty of correction. (Contains 48 references.) (MSE)

ED 354 748 FL 020 946

Newbrook, Mark
Errors in Focus? Native and Non-Native Perceptions of Error Salience in Hong Kong Student English - A Case Study.
PUB DATE- 90
NOTE- 12p.; For the serial issue from which this paper is analyzed, see FL 020 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Case Studies; College Students; Comparative Analysis; English; *English (Second Language); *Error Analysis (Language); *Error Patterns; Foreign Countries; *Form Classes (Languages); Higher Education; High Schools; High School Students; Language Research; *Native Speakers; Second Language Learning; *Second Languages; Sentence Structure
IDENTIFIERS- *Hong Kong

A study compared the perceptions of two experts from different cultural backgrounds concerning salience of a variety of errors typical of the English written by Hong Kong secondary and college students. A book on English error types written by a Hong-Kong born, fluent Chinese-English bilingual linguist was analyzed for its emphases, and a list of salient error types was created for comparison. Differences in error categorization (sometimes too broad or superficial, sometimes too specific) and major disparities in emphasis were found. The native speaker's list of error types featured tenses, modals, preposition, and connectives much more prominently and featured comparatives, determiners, concord, and some sentence structure problems less prominently. Ideas of which comparatives to include differed: the non-native speaker's work focused on usage details of individual items, while the native speaker's interest was in entire constructions in which a range of errors may appear. Only 14 of the native speaker's 96 specific entries, and 3 marginal entries, were also on the non-native speaker's list. Those entries are examined in greater detail. It is proposed that this comparison provides evidence of disparity in intuition, and suggests that development of a standard for error correction is desirable. (MSE)

ED 354 749 FL 020 947

Allison, Desmond M., Ed.; Leung, Lily S. K., Ed.
Hongkong Papers in Linguistics and Language Teaching, 14.
PUB DATE- 91
NOTE- 110p.; For selected individual papers, see ED 322 749 and FL 020 948-954.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Chinese; College Students; Curriculum Development; Educational Strategies; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; High Schools; *Interlanguage; Language Research; Language Tests; *Linguistic Theory; *Listening Comprehension; Outcomes of Education; Postsecondary Education; Program Evaluation; *Reading Comprehension; Reading Difficulties; Secondary Education; Technical Writing; Testing; Test Validity; *Writing

employment as a training provider of services to persons with developmental disabilities (level I). An introduction describes the curriculum development process employed in Idaho. The eight tasks are: discuss an overview of developmental disabilities; investigate employment in the field of developmental disabilities; demonstrate ethical treatment of persons with developmental disabilities; demonstrate building positive behaviors; demonstrate implementation and monitoring of the individual's plan; provide for health and safety needs; recognize and provide opportunity for personal growth of the person with disabilities; and explain the roles and needs of family members and significant others. A curriculum guide lists enabling objectives for each task within each area. Recommendations for conducting training of service providers for persons with developmental disabilities are made in the areas of teacher qualifications, length of course, and textbooks and teaching materials. A list is provided that details teacher experience and occupational background of persons most qualified to teach the course. A chart organizes training materials from university affiliated programs by state. (YLB)

ED 354 310 CE 062 998

Veterans' Employment and Training Act of 1992. Report of the Committee on Veterans' Affairs, United States Senate, To Accompany S. 2515. 102D Congress, 2d Session.
PUB DATE- Aug 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; *Educational Needs; Employer Employee Relationship; *Employment Programs; *Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; *Veterans Education
IDENTIFIERS- Congress 102nd; Proposed Legislation

The Senate Committee on Veterans' Affairs recommended passage of the proposed Veterans' Employment and Training Act of 1992 as amended. The act would authorize the establishment of job training programs for unemployed veterans and persons who have been recently separated from the Armed Forces and would pay assistance and benefits to employers of such veterans and separated service members to defray costs relating to the provision of such training. This document contains the text of the bill and the proposed amendments, a discussion of the bill, including its background and purpose, veterans' eligibility, employer job training programs, monitoring of programs, and coordination with other job training assistance programs. Also discussed are counseling and case management services, additional services and resources, employment services for homeless veterans, program assessment, and authorization appropriations provisions. A cost estimate, a regulatory impact statement, a tabulation of votes cast in committee, agency reports, and changes in existing law made by the proposed act as amended are also provided. (KC)

ED 354 311 CE 062 999

Veterans' Readjustment Benefits Improvement Act of 1992. Report of the Committee on Veterans' Affairs, United States Senate, To Accompany S. 2647. 102D Congress, 2d Session.
PUB DATE- Aug 92
NOTE- 102p.

secondary education qualifications, and scholarships. Section 3 tells how all the threads are drawn together in the National Qualifications Framework, covering the following: the role of the Qualifications Authority or of the agencies acting in lieu of the Authority; how experiential, community-based and work-based learning will relate to the Framework; and the goals of the Framework. Section 4 addresses units of learning, such as how students will choose appropriate units and the advantages and disadvantages of the unit learning approach. Section 5 covers student assessment and reporting, arguing in favor of standards-based assessment. Section 6 explains how prior learning will be recognized. Section 7 describes course development and necessary quality assurance processes. There are 28 references and 4 appendices containing: an example of a Scottish higher national unit specification; a Scottish national certificate module descriptors; and examples of standards-based assessment used in plumbing and gasfitting and achievement-based assessment of one skill in school biology. (CML)

ED 354 328 CE 063 030

Developing the National Qualifications Framework. A Report to the Board.
PUB DATE- 24 Sep 91
NOTE- 48p.; For related documents, see CE 063 028-031 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *Certification; Competency Based Education; Criterion Referenced Tests; *Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; High Schools; Labor Force Development; Learning Modules; *Outcomes of Education; Postsecondary Education; Prior Learning; Standards; State Licensing Boards; Student Evaluation; *Units of Study
IDENTIFIERS- Maori (People); *National Qualifications Framework (New Zealand); *New Zealand

The New Zealand Qualifications Authority was established to develop a consistent approach to the recognition of academic and vocational qualifications. The National Qualifications Framework was designed following surveys of a number of sectors: universities, colleges of education, polytechnics, private training firms, schools, businesses, unions, government agencies, and community representatives. During the period of the consultation, officers of the Authority also attended some 350 briefings, seminars, and discussions with interested groups. The decisions made by the Board of the Qualifications Authority are based, therefore, on the results of 12 months of research and consultation. The framework is to be composed of four primary elements: (1) units of learning, among which learners could choose to build towards a qualification; (2) assessment and reporting, which relates the performance of the learner either to that of others in a similar group (norm-referenced assessment), or against predetermined standards (standards-based assessment); (3) recognition of prior learning, which endorses the principle of awarding credit for prior learning against units of learning in the national framework and which would include the establishment of credit transfer arrangements; and (4) quality systems, in which devolved quality management places responsibility on providers and their communities for assurance of quality. The important gains on a variety of work performance measures; and Responsive Text was a powerful tool for simultaneously developing literacy and improving work performance. (Appendixes to the evaluation report are the portfolios developed to assess participants at GE and BED. These portfolios include a number of assessment instruments: preparticipation interview form, reading assessment, and writing sample; postparticipation interview form, reading assessment, and writing sample; teacher's perception of improvement scale; employee/participant self-evaluation form; supervisor's response form; and Responsive Text evaluation form.) (YLB)

ED 354 345 CE 063 057

Stevens, David W.; And Others
Measuring Employment Outcomes Using Unemployment Insurance Wage Records.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 31 Dec 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Databases; Data Collection; Data Interpretation; Data Processing; Demonstration Programs; Education Work Relationship; *Employment Patterns; *Employment Statistics; Federal Government; Information Utilization; *Payroll Records; Postsecondary Education; Program Implementation; Recordkeeping; *State Programs; *Unemployment Insurance; Users (Information); Vocational Education; *Vocational Followup; Wages

This report presents findings of a demonstration project that tested the concepts and applications of linking student records using social security numbers with state unemployment insurance (UI) wage and other data sources. It also contains information of value to policymakers, state and local administrators, practitioners, and consumers of postsecondary vocational education. Chapter I explores the value of wage data sources in examining trends regarding former students in the workplace. Chapter II provides the historical perspective and looks at the changing legislative environment and factors influencing the use of state UI wage data. Chapter III identifies needs of various audiences for employment and earnings information. Chapter IV describes concepts tested by the demonstration project as well as the data sources and elements used. Chapter V presents findings from the two-state demonstration to illustrate how wage data can be used and presented. Chapter VI provides a profile of the strength of the longitudinal perspective. Chapter VII discusses five steps for state implementation of a system to link school-based information with state UI and other state and federal wage data records: (1) plan and determine data priorities, (2) identify state and federal administrative data sources, (3) make data collection decisions, (4) develop data processing procedures, and (5) conduct data analysis. Appendixes include 91 endnotes and a discussion of the differences between outcome measures and performance standards. (YLB)

ED 354 346 CE 063 058

Spiegel, Marilyn R.; And Others
Assessment Center Methodology as a Tool for Leadership Education.
PUB DATE- 10 Sep 92
NOTE- 17p.

instructors, increased job satisfaction, and new knowledge of real-world applications of theory. The skills teachers and counselors need to be successfully involved in integration efforts reflect those needed by today's work force: teaming, cooperative learning, joint planning, and interpersonal skills. Teacher educators have opportunities to instill in future teachers the commitment to integrated teaching. Curriculum developers have a responsibility to provide materials that model integration. School counselor educators need to instill a commitment to implement comprehensive school counseling and guidance programs. Research is needed on the effects of and planning for integrated teaching at the preservice and public school levels. (Contains 36 references.) (YLB)

ED 354 364 CE 063 083

Vail, Ann; Redick, Sharon S.
Characteristics and Experiences of Leaders Who Are Alumni of Vocational Student Organizations.
PUB DATE- Dec 92
NOTE- 33p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Leaders; *Leadership Qualities; Postsecondary Education; Secondary Education; *Student Organizations; *Student Participation; *Vocational Education
IDENTIFIERS- *Vocational Student Organizations

Characteristics and experiences of established leaders who were alumni of vocational student organizations (VSOs) were identified in a survey. Data were drawn from a data bank established by Kathryn Cox (1988) in her dissertation, "Significant Adolescent Leadership Development Experiences Identified by Established Leaders in the United States." Cox's subjects were a stratified random sample of 1,000 established leaders; 125 leaders were selected at random from the appropriate directories for each of 8 categories of leadership. Data were gathered by a written questionnaire; 411 leaders returned completed, usable questionnaires. From those 411 responses, 31 identified a VSO as at least 1 of the youth programs in which they participated. These 31 respondents were the sample in this study; the remaining respondents were used as the comparison group. Frequencies, percentages, and means were used to describe the data. Chi-square was used to measure significant differences. VSO alumni reported involvement in other activities, were more likely to pursue leadership opportunities in the skills category, and had a broad range of leadership definitions. Respondents cited collaborative experiences as the most important. Findings suggested that components of future VSOs' leadership development programs ought to include mentors and role models, collaborative activities, and communication-building activities. (Contains 17 references and 3 tables.) (YLB)

ED 354 365 CE 063 089

Strategies To Promote Agricultural Literacy.
PUB DATE- 5 Dec 92
NOTE- 22p.; Developed by the American Association for Agricultural Education Ad Hoc Agricultural Literacy Work Group at the American Vocational Association Convention (St. Louis,

Nebraska were randomly surveyed about their acceptance of technology education. A questionnaire was sent to a sample of 73 teachers in Nebraska and 58 teachers in Idaho (total of 131). Evaluation used Hall's Stages of Concern (SoC) model. The questionnaires of the 80 teachers who returned them (about 60 percent in each state) were grouped for data analysis by state, educational level, years of teaching experience, age, school type, and school size. The SoC profiles indicated that 24 percent of the teachers had accepted technology education, whereas 76 percent had not accepted this educational change. Idaho teachers indicated a 76 percent higher acceptance rate than Nebraska teachers. Analysis indicated that school size had a statistically significant impact on teachers' acceptance of technology education, with teachers in medium-sized schools most likely to have accepted technology education. Possible explanations for the overall lack of acceptance include the following: (1) technology education advocates have failed to show any relative advantage of the curriculum to the teachers asked to implement the change; (2) the technology education curriculum was externally developed; (3) technology education change agents, especially in Nebraska, ignored the feelings of industrial technology education teachers by failing to provide inservice training; and (4) the previous change experience of the industrial arts teachers may not have been positive. Recommendations were made to increase teachers' acceptance of technology education by taking their feelings into account and by providing inservice education. (Contains 14 references.) (Author/KC)

ED 354 382 CE 063 118

Benchmarks & Milestones. A Statistical Summary of Regional 2 2 Tech Prep Activities. Mt. Hood Regional Cooperative Consortium. 1992 Annual Report.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Cooperative Programs; Credits; High Schools; *Institutional Cooperation; *Program Effectiveness; Program Implementation; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *2 Plus 2 Tech Prep Programs; *Mount Hood Community College OR

This document contains seven tables and graphs that show the extent of tech prep agreements and activities for 1992, the seventh year of the Mt. Hood Regional Cooperative Consortium. The report shows that a strong cooperative relationship has been established between and among the district high schools, the education service district, and the community college. Written articulation agreements exist between the college and each of the seven high school or elementary-secondary districts. At the program level, 71 written articulation agreements have been developed by high school and community college faculty in 15 professional-technical areas ranging from automotive technology to video technology. During 1992, 141 students participated in the very successful Professional-Technical Inter-District Program (PTIP), which expands professional and technical education opportunities for students by opening programs at one school to students at another school on a space-available basis. In the area of applied academics, the Mt. Hood Regional Cooperative Consortium co-sponsored a 2-

PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Academic Standards; *Accrediting Agencies; Adult Education; *Adult Learning; *Adult Students; Competency Based Education; Educational Certificates; Educational Quality; Experiential Learning; Foreign Countries; Prior Learning; State Standards; *Student Certification; *Student Evaluation; Vocabulary
IDENTIFIERS- Great Britain

This paper is designed to help education and training providers in the United Kingdom understand what accreditation options are available and choose solutions that match their particular needs. It aims to help them appreciate the importance of accreditation to adult learners, understand some terminology, know what choices there are in offering accreditation, understand the ways different accreditation systems work, and use the support and experience of the awarding bodies to enhance opportunities for adult learners. Section 1 explains the reasons for providing accreditation and assessment that support and enhance learning, access, and progression. Section 2 describes the principles and processes of accreditation and clarifies some terminology used in accreditation and the differences between the various bodies that use the terms. Section 3 explains how some of the more widely used accreditation systems work and the ways in which they apply the terminology to their own procedures. Section 4 summarizes the main characteristics of each accreditation system. Section 5 provides a checklist for managers and practitioners of factors to consider when choosing accreditation or reviewing existing arrangements. Section 6 identifies issues that specifically affect adult learners and areas where further clarification and development work is needed. Section 6 also provides a subject index and a list of the full names and addresses of the awarding bodies involved in the systems described in section 3. (YLB)

ED 354 399 CE 063 142

Woodward, John R.
The ACCESS Guide to Federal Work Incentives.
SPONS. AGENCY- Florida State Dept. of Labor and Employment Security, Tallahassee.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Categorical Aid; *Disabilities; Economically Disadvantaged; *Education Work Relationship; *Eligibility; Federal Aid; Federal Programs; *Financial Support; Incentives; Low Income Groups; Postsecondary Education; Secondary Education; Tax Credits; *Welfare Recipients; Welfare Services; Young Adults; Youth
IDENTIFIERS- *Social Security Disability Insurance; Supplemental Security Income Program; *Work Incentives

This guide describes how a person with a disability can work and keep federal benefits, such as Social Security. It is useful for transition planners and disabled youth and their families who need to know how to keep benefits during the transition from school to work. The guide explains work incentives and provides an overview of Social Security benefits and steps prior to application for work incentives. Application procedures and recordkeeping are described for three types of work incentives: (1) Social Security Disability Income (SSDI) citizenship--is being implemented in part through workplace literacy programs. To reach the goal of universal literacy in the United States, five objectives were established. The second of these objectives--all workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace, or other innovative programs--is the focus of this digest. Such programs focus on raising workers' skill levels to improve their performance in complex work environments. Through increased federal and state attention, workplace literacy programs have proliferated. Examples of successful programs illustrate innovative approaches or solutions to problems other program developers may face. SALSA (Southwest Advanced Learning System for Adults) trained Motorola employees to use home computers for accessing computer-based instruction. A union-sponsored program enabled health care workers to prepare for college and professional advancement by improving their reading, writing, and math skills. In Saskatchewan (Canada), workers trained as course leaders returned to their worksites to implement programs featuring cooperative learning and self-pacing. The Competitive Skills Project equipped chemical industry workers with higher skills needed to participate in total quality management. California migrant workers improved their English proficiency and learned life skills for entering mainstream U.S. society. Sources such as the Adult Learning and Literacy Clearinghouse of the U.S. Department of Education and the ERIC Clearinghouse on Adult, Career, and Vocational Education provide additional information on workplace literacy for program developers. (SK)

ED 354 417 CG 024 756

Barnes-Farrell, Janet L.; Ross, Cheryl L.
The Impact of Perceived Worker Age on Treatment of Experienced and Inexperienced Poor Performers.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Business Administration; College Students; Employee Attitudes; *Employees; *Employer Attitudes; Employer Employee Relationship; Graduate Study; Higher Education; Job Performance; Masters Degrees; Personnel Evaluation; *Personnel Management; Student Attitudes

Although there have been numerous studies of age discrimination in the workplace, little research has addressed the issue of corrective actions taken against poorly performing older workers. This study was conducted to examine the effects of both age and tenure on corrective actions recommended for poor performers. Subjects (N=84) were working age adults drawn from three sources: undergraduate psychology students, Masters of Business Administration students, and employees from a large manufacturing plant in the northeast. Subjects were presented with an experimental packet which contained a memo from a hypothetical manager commenting on a subordinate's recent poor performance. Each memo described the performance of a younger (mean perceived age=32.1) or older (mean perceived age=58.6) employee who had either recently been hired or who had been with the company for several years. Subjects were asked to indicate how they would respond to the employee's poor alcohol education were positive experiences for all of the students, parents and participating teachers. The initial individual consultations with teachers set the stage for a cooperative partnership between the teachers, students, parents, and program leader. The pre/post questionnaires are appended. (Contains approximately 120 references.) (ABL)

ED 354 435 CG 024 777

A Decade of Denial: Teens and AIDS in America. A Report of the Select Committee on Children, Youth, and Families. Together with Additional Views and Dissenting Minority Views. House of Representatives, 102d Congress, 2nd Session.
PUB DATE- 22 Dec 92
NOTE- 402p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; Federal Legislation; Federal Programs; Medical Services; Prevention; Research; Sexuality; Substance Abuse; *Youth Problems
IDENTIFIERS- Congress 102nd

Based on hearings, current research, and interviews with experts, including researchers, medical and service providers, and Acquired Immune Deficiency Syndrome (AIDS) educators, this Select Committee report assesses the impact of the Human Immunodeficiency Virus (HIV) epidemic on youth and identifies strategies policymakers and program planners might consider. The first chapter discusses the millions of American youth who are at risk for HIV infection. It focuses on the epidemiology of AIDS among adolescents, seroprevalence studies, and data on sexual behavior and drug use among adolescents. The second chapter discusses preventing risky behavior in adolescents. It includes discussion of the most promising HIV prevention programs and lessons from teenage pregnancy prevention which apply. The third chapter discusses hard-to-reach adolescents and youth in high-risk situations which require targeted HIV prevention and services. These include youth who are homosexual, homeless, incarcerated, in foster care, using alcohol and other drugs, racial and ethnic minority, hemophiliac, or sexually abused. The fourth chapter discusses the numerous barriers to receiving HIV-related care and services which adolescents face. The fifth chapter discusses the federal response. It focuses on legislation, overall spending, federal HIV prevention programs, patient care/services and treatment, HIV research, and federal restrictions on explicitness of prevention materials. The appendixes include a glossary, information about condom effectiveness, guidelines for HIV prevention programs, and interview questions and summarized results. Additional views as well as dissenting minority views are also provided. (ABL)

ED 354 436 CG 024 778

Dean, Margie M.
A Dying Need for Counselors in the Elementary School: A Student Survey.
PUB DATE- Nov 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(Leigh Candy, Monica Baker); and (25) Emotional and Behaviour Problems of Gifted Children (Harry Milne). (ABL)

ED 354 454 CG 024 796

Erwin, Linda; And Others
Middle Childhood Education Advisory Program. Instructional Guide.
PUB DATE- 92
NOTE- 453p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling Techniques; *Elementary School Teachers; Junior High Schools; *Middle Schools; *School Counseling
IDENTIFIERS- *Middle School Students; *Teacher Advisors

Guidelines for a middle school teacher-advisory program is presented in this document. The introduction notes that this guide was developed to enable all middle school teachers to function effectively as teacher-advisors as well as to feel comfortable in fulfilling that role. A simplified format is used so that each activity can be presented in a forthright and concise manner. Each activity is presented in an outline form to include the title, number of sessions needed to complete the activity, recommended materials, group size and purpose of the activity. Also included are a goal classification, a synopsis of the activity, suggested cues to facilitate the exercise, and a section on process procedures. The guide as a whole is divided into three main parts, one each for the sixth, seventh, and eighth grades. Each part contains four sections, of which the first two, Introduction to Advisory and Getting Acquainted, are the same for each part. The other two sections are, for the sixth grade, knowing yourself and Looking at Families; for the seventh grade, Looking at Others and Looking at Families; and for the eighth grade, Making Decisions and Looking Ahead. Activity sheets are included. (ABL)

ED 354 455 CG 024 797

Gianuzzi, Irma C.
Evaluating the Effectiveness of the Counseling Services at a Selected Suburban High School.
PUB DATE- Nov 92
NOTE- 130p.; Ph.D. Dissertation, Walden University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Services; Counselor Role; High Schools; *High School Seniors; Program Effectiveness; *School Counseling; School Counselors; *Secondary School Teachers; *Suburban Schools
IDENTIFIERS- Counseling Services Assessment Blank

In this study the counseling services of a suburban high school were evaluated. Counseling services were viewed as those normally available at a high school, namely, direction, advice, and guidance for academic, career, and personal matters. Specific research questions were guided by the individual questions on the two surveys that were distributed. High school seniors (N=96) completed the Counseling Services Assessment Blank. Teachers (N=70) completed a questionnaire which asked the number of contacts with a counselor; evaluation of the counselors; perception of the department; and dialogue responses. Most answers on both the student and the administrator/teacher questionnaires required the responses be

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Aug 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Ladders; *Counselors; *Counselor Training; Foreign Countries; Junior High Schools; Junior High School Students; *School Counseling; *Teachers
IDENTIFIERS- *Botswana

This report focuses on guidance and counseling training of guidance practitioners in Botswana. The introduction notes that currently in Botswana many schools have a guidance teacher and/or volunteer for the position who is, more likely, to be chosen by the headmaster. The status of counselor training is examined. The roles and functions which should be contained in a comprehensive and systematic program of preservice and inservice training are discussed. These include: program development; counseling; pupil appraisal; educational and occupational planning; referral; placement; parent help; staff consulting; research; and public relations. Core skills important in the training of the teacher-counselor are examined. A cooperative approach for maximizing limited resources is suggested. The capacity of the guidance and counseling unit is discussed. A phased development is recommended that would begin with the selection and training of four Regional Guidance Officers. Administrative location of the counseling and guidance unit is discussed. It is noted that the development of a career information system is critical to a successful guidance program. A section on career ladders claims that with the development of two new professional tracks, teacher-counselors and teacher-advisors, it is an auspicious time to consider a career ladder for each of these positions. (ABL)

ED 354 474 CG 024 816

Byrne, Christina A.; And Others
Autonomy as a Predictor of Marital Violence.
PUB DATE- Nov 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affiliation Need; *Battered Women; Family Violence; Marital Instability; Marriage; *Personal Autonomy; Predictor Variables; Spouses

Recent qualitative investigations of abusive men have indicated that power and control of the wife are central themes in incidents of marital violence. Furthermore, anecdotal and empirical evidence suggest that abusive husbands hold more traditional sex-role stereotypes, are more possessive and jealous, and are more controlling than nonabusive husbands. This study investigated the effects of discrepancies between the affiliation needs of wives and husbands on marital violence. Subjects were 272 couples who participated in a longitudinal study of early marriage. Assessment took place 1 month prior to marriage and at 6, 18, and 30 months thereafter. The Autonomy Scale from Jackson's Personality Research Form was

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Educational Change; Elementary Education; Interviews; Models; *Program Implementation; Teacher Attitudes; Teacher Role; *Whole Language Approach
IDENTIFIERS- Educational Issues

This report of qualitative findings, gathered from four sources, presents guidelines to promote implementation of whole language. The report uses Donald Ely's (1990) conditions for change as a framework. These conditions are: dissatisfaction with the status quo, the existence of knowledge and skills, availability of time and resources, participation, commitment, leadership, and presence of rewards and incentives. After a brief description of whole language, the report presents individual case information on two reading specialists, a school teacher, and a reading coordinator who were involved in the process of changing to whole language. Based on analysis of the cases, it appeared that while Ely's conditions were still present, they required a slightly different interpretation and some modification, and the report then lists and discusses 10 conditions specifically for whole language implementation that emerged from the analysis. Twenty references and a list of 16 interview questions are attached. (Author/RS)

ED 354 495 CS 011 202

Embry, Julia E.
Staff Development for Selecting Appropriate Text for At-Risk Readers in the Primary School Program.
PUB DATE- 93
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Afterschool Programs; Elementary School Students; *Faculty Development; *High Risk Students; *Inservice Teacher Education; Primary Education; Reading Achievement; *Reading Material Selection; Staff Development; Student Evaluation
IDENTIFIERS- Text Factors

A practicum was designed to devise a system of literacy instruction to train teachers to select appropriate text for at-risk students by an authentic assessment of the 'running record' as a starting point for meeting the literacy needs of each individual student. (The 'running record' is a written record of the student's reading as observed and recorded by the teacher.) The system was constructed in a staff development inservice which involved a period of 15 weeks. Inservice training sessions on the running record were developed; pre- and post-questionnaires and the Theoretical Orientation to Reading Profile were administered to the teachers; pre- and post-running records and writing samples of the at-risk students were administered; demonstration literacy lessons were prepared for the teachers; and teachers were assisted in selecting appropriate text for at-risk students. Analysis of the data revealed that after the inservice training on the running record and early literacy sessions, the teachers were able to select appropriate text for the at-risk student. The key factor in the accomplishment of the practicum was the literacy inservice training sessions attended by the teachers. (Three tables of data are included; 38 references, the pre- and post-assessment teacher interview, and a sample running record are attached.) (Author/RS)

Baker, Michael O.
Critical Thinking Activities To Improve Writing Skills: Arguments A-1.
PUB DATE- 89
NOTE- 71p.; For other books in this series, see CS 213 665-667.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Critical Thinking; Intermediate Grades; Junior High Schools; *Persuasive Discourse; *Thinking Skills; Writing Assignments; *Writing Improvement; Writing Skills
IDENTIFIERS- Writing Contexts

Emphasizing real-life communication skills, this book offers cooperative activities to help teachers supplement their writing programs with easy-to-use critical thinking activities. The 16 activities in the book are suitable for grades 4 through 8, for gifted younger students, or as a remediation tool for older students. The activities expose students to the following critical thinking: identifying premises and conclusions; identifying a sequence; understanding grammar's relationships of truth value; identifying relevant and irrelevant information; identifying fact and opinion; perceiving inferences; identifying cause and effect; understanding argument by analogy, identifying a conclusion not justified by given evidence, and recognizing words taken out of context. Each activity in the book asks students to read a scenario, engage in a group discussion of the problem (e.g., a radio debate about shark attacks) using a specific questioning strategy, and then either outline a response to the problem, form a complete written argument, or do both. (RS)

ED 354 515 CS 213 671

Stowell, Jessica
I'm LIKE, Fed Up! Observations on the Use of Nonstandard "Like."
PUB DATE- Oct 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Content Analysis; Discourse Analysis; Higher Education; Social Dialects; *Standard Spoken Usage; Student Attitudes; *Student Behavior; Two Year College Students
IDENTIFIERS- *Slang; *Tulsa Junior College OK

A study investigated why nonstandard "like" is used, how nonstandard "like" is used, and whether the users and hearers of nonstandard "like" view it as standard English. Subjects were 65 students taken from speech classes at Tulsa (Oklahoma) Junior College, Southeast Campus--53 of the students were users of "like," 7 were not users, and 5 were unsure. Subjects were tape recorded in small conversational groups of two to six to obtain samples of their speech, wrote a short narrative about some event which had been discussed, and were administered a survey. Results indicated that: (1) subjects recognized the fact that they were using "like" or "be like" in a nonstandard fashion; (2) 57 of 65 subjects placed a negative connotation on the nonstandard use of "like" or "be like"; (3) when asked why rather than the current trend of specialization. Graduate studies should begin to refocus on teaching skills in response to the changing job reality. While enrollments burgeon, many universities are faced with salary and hiring freezes, causing a dangerous dependence on temporary faculty. Also expanding are various kinds of writing courses which are being increasingly offered, like cross-curricular writing and technical writing. Graduate students in English should take courses in rhetoric and stylistics, composition theory, academic writing in all major disciplines, the history and principles of higher education, and the teaching of literature. Rather than focusing on specialized and theoretical inquiries into a literary or theoretical topic, this more generalized curriculum would better prepare the kinds of teachers the universities are more likely to need in the near future. In short, higher education in English must take the training principle seriously, so that graduate students are trained to teach the general service courses which are the mainstay of English departments nationwide. (A short list of recommended texts for use as a Graduate Studies core is attached.) (HB)

ED 354 534 CS 213 703

Lloyd-Jones, Richard
The Right To Write: Some History.
PUB DATE- 23 Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992). For the Commission's document "The Student's Right To Write," see ED 068 938.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational History; Educational Trends; Higher Education; Teacher Attitudes; Teacher Role; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Composition Theory; *English Teachers; National Council of Teachers of English; Primary Trait Scoring

A document prepared by the Commission on Composition in the early 1970s, "The Student's Right to Write," has some usefulness for contemporary practitioners of writing instruction. The report reflects the strong initiative arising in the '70s to rethink the beliefs and practices then prevalent in the field of English teaching. At the time, the profession was being shaken up by new models and challenges to the traditional study of language and linguistics. In response to these trends, the National Council for the Teaching of English created the Commission to suggest how the profession needed to react to the emerging changes in the field of composition. The Commission initially mobilized itself to fight the inept scoring procedure used to measure composition achievement by the first National Assessment of Educational Progress. At meetings held to examine the existing methodology and to review the assessment exercises, Commission members challenged both the exercises and the scoring methods, and from that challenge came a contract that resulted in the design of a new method of assessment called "Primary Trait Scoring". The next focus of the Commission was to promulgate what was newly understood about the teaching of writing. In the beginning participation was meager, there was disagreement among members, and attempts at an orderly exposition of the field were unfocused. In hopes of discovering some common ground members assigned themselves a batch of short essays about issues worthy of concern, and it

Measure.) (SR)

ED 354 552 CS 508 047

Novak, Donald E.
Communication Training for the Real World: Linking Community Needs to the Undergraduate Course.
PUB DATE- Oct 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; Course Organization; *Experiential Learning; Higher Education; Professional Training; School Community Relationship; *Speech Communication; Student Evaluation; *Undergraduate Study
IDENTIFIERS- *Applied Communication

This paper describes an undergraduate course called "Applied Communication in Training and Development," which educates students for life while helping them to see the practical application of what they are learning, and also reaches outside the university to meet the training and development needs of the larger community. The paper begins by identifying the course's benefits for students, for the community, and for faculty. The paper then discusses the necessary knowledge, skills, and attitudes faculty need to enact such a course, focuses on student preparation for working with clients before and during the course, and explores client site selection. Next, the paper discusses the structure of the course with particular attention to the use of contracts. Following this, it deals with faculty monitoring of the progress of students, the projects, and the clients, and discusses course evaluation activities. The paper concludes with some cautions about using this approach. Three appendixes contain the class syllabus, a trainer self-assessment sheet, and guidelines for a learning contract. (SR)

ED 354 553 CS 508 051

Weitzel, Al
Assessment in Graded Speech Communication Internships.
PUB DATE- Oct 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Course Content; Course Descriptions; Higher Education; *Internship Programs; Models; *Speech Communication; *Student Evaluation; Student Experience

Fundamental differences exist between conceptualizing and operationalizing experiential education, in general, and graded speech communication internship classes-for-credit, in particular. Monitoring participation in experiential activities (including intercollegiate athletics, musical or stage production, publication of the campus newspaper, and student government) is conceptually and operationally very different from assessing learning in a graded speech communication conservative elements against what has become known as "political correctness," a backlash which in turn has been extended to include an attack on the new emphasis on critical thinking. Critical thinking should be thought of as the foundation of all successful problem solving and decision making, with roots dating back to Socrates. Recently, especially in the 1980s, it has seen a great renaissance of interest and prestige among educators. This sharp rise contrasts with the 1950s, a period when America demonstrated an anti-intellectual atmosphere which put little emphasis on critical thinking. Today's students appear to be poorly prepared as critical thinkers, and critical thinking skills have a crucial role to play in the inquiry of values and the fostering of effective citizenship. In spite of this lack, critical thinking initiatives have constantly faced attack from the conservative agenda. Rather than attack the attempts to deal with the growing global diversity and multicultural perspectives in society, educators should recognize critical thinking ventures as worthwhile and valuable moves toward greater understanding and tolerance. In short, critical thinking performed in an atmosphere of, and with an attitude of, intellectual courage will be society's greatest strength in meeting challenges and diversity without fear. (Twenty-six footnotes are attached.) (HB)

ED 354 573 CS 508 094

Carrell, Lori J.
Issues in Competency Based Assessment: An Overview.
PUB DATE- Oct 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Accountability; *Communication Skills; *Competency Based Education; Higher Education; High Schools; Minimum Competencies; *Speech Communication; State Standards; Student Evaluation
IDENTIFIERS- *Communication Competencies; Educational Issues; Speech Communication Association

Although the competency based assessment "movement" has undergone intense examination and much change, the concept of the competent communicator and the difficulties associated with measuring such proficiencies remain. The progression of terminology used in the literature reflects that what began as lists of skills to be tested so that students could receive a "valid" diploma resulted in a self-examination of assessment and accountability for educators at all levels. Along the way, discussion and criticism led to valuable refinement of the competency assessment process. As divergent professionals developed competency lists and assessment methodologies, "speaking, listening, and interpersonal communication" proficiencies materialized on the competency lists. The Speech Communication Association began responding to the competency assessment movement in 1977 by establishing a task force that formulated guidelines for speaking and listening competencies for high school graduates. The refinement of speech communication competency assessment continues as communication educators relate their endeavors into the assessment of conceptual, interpersonal, listening, and public speaking competencies. (Thirty-eight references are attached.) (RS) institutionalization are addressed. A concluding section completes this paper. (Contains 64 references.) (RR)

ED 354 591 EA 024 616

Gallmeier, Kevin
The Effectiveness of Principal Leadership Style on Teacher Motivation.
PUB DATE- 12 Dec 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Graduate Students; Higher Education; *Leadership Styles; *Principals; *Teacher Administrator Relationship; *Teacher Motivation

Effective schools research affirms that good principal managerial and leadership skills are important to motivating teachers. A literature review reveals that early organization-behavior theory was dominated by the scientific-management movement in which the worker is a passive instrument of management. This was followed by increased concern with human motivation in organizations. Human-relations theory challenges the assumption that workers are motivated only by economic gain. Other research examined the human-resources model, contingency theory, and the nature of personnel management. Research suggests that administrators need to give teachers opportunities to perform professionally, perceive their role as important, and value improvement. Personal responsibility through participation in decision making and policy formulation motivates teachers and improves teachers' self-image. A survey of 30-40 graduate students at Chicago State University (Illinois) used a "Teacher Morale Survey" developed by the American Federation of Teachers to test the effect of principal leadership style on staff motivation. The results showed that teachers who work under democratic and transactional administrators do not have a significantly higher motivational level than those who work under dictatorial administrators. Further research is needed in this area utilizing a different instrument. (Contains 19 references.) (JPT)

ED 354 592 EA 024 617

Desmarais, Julie
Teachers' Opinions of the Characteristics of Good Inservice Programs as Suggested in Current Research.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *La Grange School District 105 IL

Inservice teacher education suffers many shortcomings, including a tradition of being reactive rather than proactive. Historically, inservice education was used to make up for educators' poor teaching skills when they entered the field. School systems also relied on new teachers to introduce innovative ideas on educational change. Today, inservice education is designed to keep teachers up to date about changes had more favorable attitudes toward their training program and a deeper understanding of leadership than did their traditional program counterparts; (3) experimental participants were much more successful in procuring administrative positions than were their traditional counterparts; and (4) most experimental participants negotiated their first year quite successfully. It is recommended that other colleges of education try out the following program elements: selecting outstanding teacher-leaders for principal preparation; preparing trainees in cohorts; establishing a balance in the curriculum between instructional leadership and school management; employing a professor-administrator team to teach each leadership institute; using the NASSP Assessment Center before participants begin their internships; requiring half-time internships with mentors; and maintaining a supportive peer network during and after the program. Four tables are included. (Contains 13 references.) (LMI)

ED 354 611 EA 024 672

Johnson, James H.
Total Quality Management in Education.
PUB DATE- Feb 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Excellence in Education; Group Unity; *Human Relations; Organizational Change; *Organizational Development; *Participative Decision Making
IDENTIFIERS- *Oregon; *Total Quality Management

Ways to apply the concepts and processes of Total Quality Management (TQM) to education are discussed in this document. Following the introduction and the preface, chapter 1 provides a historical overview and describes the four cornerstones of TQM--an understanding of systems, psychology, knowledge, and statistics. Chapter 2 describes some of the common meanings of terms used in TQM (benchmarking, continuous improvement, costs, customers, output, paradigm, quality, and quality circles). The third chapter examines how to translate TQM from business to education, drawing on Deming's 14 points (1986). Chapter 4 offers guidelines for implementing TQM with regard to changing leadership roles; recognizing policy considerations; identifying barriers to quality; developing the core mission; setting goals; training staff; planning, doing, checking, and acting; measuring quality; and evaluating students. The conclusion points out that the open-ended nature of TQM means that there is no single, correct point of departure for using its tools and tenets. The greatest benefit of pursuing TQM is that giving workers a stake in their workplace constitutes emancipation from the control of outmoded practices. (Contains 25 references.) (LMI)

ED 354 612 EA 024 674

Corwin, Ronald G.
Private Schools and Parental Choice: Dubious Assumptions, Frail Claims, and Excessive Hyperbole. Occasional Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 93
NOTE- 52p.

ED 354 629 EA 024 704

Hazleton, Jared E.; And Others
Cost Effectiveness of Alternative Year Schooling. Final Report.
SPONS. AGENCY- Texas Univ., Austin.
PUB DATE- Aug 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cost Effectiveness; *Educational Benefits; Education Work Relationship; Elementary Secondary Education; *Program Evaluation; Program Implementation; Retention (Psychology); School Schedules; Socialization; Vacations; *Year Round Schools
IDENTIFIERS- *Texas

This study describes the major forms of year-round education, evaluates their potential costs and educational benefits (including effects on student academic achievement, learning retention, socialization, and employability), and assesses such programs' feasibility as to legal requirements and effects on school personnel and the larger community. Year-round education (YRE) or year-round schools or schooling (YRS) often connote two different alternations to the traditional school calendar: (1) increasing classroom time by extending the school year or the school day; and (2) rearranging the traditional 180-day school calendar to provide more frequent and shorter vacation periods. Research indicates that substantial increases of classroom time would result in some improvements in academic achievement, but would be very costly. Single-track YRE programs (all students in school or vacationing at the same time) now account for 46 percent of all YRE programs. The normal 3-month summer break may hinder learning retention, particularly for disadvantaged youth. Multitrack YRE programs offer potential capital savings due to more efficient facilities use; single-track YRE programs can be more expensive than 9-month calendar schools. A telephone survey of 1,003 Texans indicates weak commitment to YRE, but favorable disposition toward trying it. Another informal survey showed that 41 Texas school districts were operating some form of YRE (mostly single-track programs) and that teacher response is positive. Recommendations for further implementation of year-round programs in Texas are provided. Appendices contain descriptions of YRE plans, informal survey results, and Texas YRE districts information. (Contains 56 references.) (MLH)

ED 354 630 EA 024 707

Koki, Stan
Modified School Schedules: A Look at the Research and the Pacific.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Extended School Day; *Extended School Year; *School Schedules; Vacation Programs; *Year Round Schools
IDENTIFIERS- *Four Day School Week; *Hawaii; Pacific Islands

Past efforts to improve education have focused on curriculum and instruction. Some schools are pursuing more systemic year-round

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Disabilities; Due Process; *Early Intervention; Eligibility; Meetings; Parent Rights; Preschool Education; *Program Administration; *Records (Forms); Referral; *Special Needs Students; State Programs; Student Evaluation; Student Placement
IDENTIFIERS- Individualized Family Service Plans; *Oregon

The forms and materials included in this document were developed to meet Oregon regulations for early intervention for children with special needs from birth to age 3. The forms and directions are organized in chronological order from the referral of a child through the development of the child's individual family service plan, and, after placement decisions are made, through any changes to the child's identification, evaluation, placement, or service provision. Forms are provided on right-facing pages, and left-facing pages provide an explanation of the purpose of the form and directions for completing the form. The forms provided include: "Referral for Early Intervention Evaluation"; "Prior Notice and Consent for Initial Evaluation"; "Statement of Eligibility--Early Intervention"; "Notice of Individual Family Service Plan Meeting"; "Individual Family Service Plan"; "Notice of Placement Meeting"; "Prior Notice of Proposal or Refusal To Initiate a Change"; and "Permission To Obtain and Release Information." An appendix outlines parent rights in early intervention. (JDD)

ED 354 648 EC 301 816

Schnepf, Greg W.; And Others
A Perfect Fit: 4-H Involvement for Youth with Disabilities. A Leader's Guide.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- Jul 92
NOTE- 60p.; Funding also provided by the Indiana Easter Seal Society.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Civil Rights; *Clubs; *Community Programs; *Disabilities; Extracurricular Activities; Federal Legislation; Games; Learning Activities; Mainstreaming; Parents; *Program Implementation; Recreational Activities; Recruitment; *Social Integration; Student Projects; Volunteers
IDENTIFIERS- 4 H Clubs

This guide for 4-H leaders and volunteers offers information to help integrate youth with disabilities into various 4-H programs. After an introduction, a section on 4-H and mainstreaming reviews the mission of 4-H; considers what 4-H has to offer youth; defines mainstreaming; notes the benefits of mainstreaming; and distinguishes among the terms "impairment," "disability," and "handicap." The rights of persons with disabilities under the Americans with Disabilities Act and other laws and regulations are summarized. Suggestions are then offered for 4-H involvement of young people with the following disabilities: amputations or missing limbs, spinal cord injuries, visual impairments, hearing impairments, mental disabilities, learning disabilities, and emotional impairments.

coverage. (DB)

ED 354 666 EC 301 843

Place, Patricia A.; Brown, Carole
Trust, Entitlement, or Some of Both: Can the Part H System Provide the Supports Families Need and Want?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Compliance (Legal); Delivery Systems; *Disabilities; *Early Intervention; Educational Policy; *Family Programs; Government Role; Infants; Legal Responsibility; *Policy Formation; Preschool Education; State Programs; State School District Relationship; Toddlers
IDENTIFIERS- Individualized Family Service Plans; *Individuals with Disabilities Education Act Part H

Case studies of three states were conducted to examine different approaches to the development of policies concerning early intervention, family support, and interagency provisions under Part H of the Individuals with Disabilities Education Act. The study utilized a qualitative methodology aimed at discovering grounded theory (theory generated inductively from collected data) and related policy principles. Findings, discussion, and recommendations are given for three areas addressed by the study: (1) state efforts to make the service system more formal as required by Part H; (2) state efforts to deal with the tension between uniformity and diversity within their systems; and (3) concordance between state goals and policies and between services and family needs. Findings suggest that family support policy is developing around the issue of legal entitlements associated with specialized populations, in this case infants and toddlers with disabilities or at risk for developing disabilities. Recommendations encourage open discussion of beliefs about families, legal entitlements, and other themes such as the relationship between the state level which has the legal responsibility for compliance and the community level where children and families are served. (Contains 22 references.) (DB)

ED 354 667 EC 301 844

Gillet, Pamela
Auditory Processes. Revised Edition.
PUB DATE- 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Discrimination; *Auditory Perception; Auditory Tests; *Auditory Training; Classroom Techniques; Elementary Secondary Education; *Learning Activities; Listening Comprehension; Memory; Perceptual Development; *Perceptual Handicaps; Reading Instruction; *Remedial Instruction; *Teaching Methods

This book presents training activities for special education or regular teachers to use with children having auditory processing disorders. Each chapter begins with a discussion of modifying the general education curriculum are presented. These are: (1) change the instructional grouping or arrangement; (2) change the teaching format; (3) change the environmental conditions; (4) change the curricular goals or learning outcomes; (5) change the instructional materials; (6) change the level or type of personal assistance; and (7) create an alternative activity. Next, a six-step process for designing curricular adaptations is explained and illustrated with a case study. An appendix outlines types of information for schools to gather about general education environments and activities and includes sample forms and checklists. (Contains 22 references.) (DB)

ED 354 686 EC 301 869

Project RETOOL: Integrating Special Education Technology into the Higher Education Curriculum 1990-1992. Summation Bibliography.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Multimedia Instruction; *Special Education; Teacher Education; Teaching Methods; Telecourses; Videodisks; Workshops

This document presents nine bibliographies, compiled from training materials used at workshops conducted by Project RETOOL, on the integration of special education technology into the higher education curriculum. Workshop topics include: "Effective Uses of Technology for Teaching Math, Science, Social Studies, and Writing"; "Technology Tools for Teacher Educators"; "Multimedia"; "Integrating Technology into the School Curriculum (Elementary, Intermediate, Secondary)"; "Technology as a Research Tool"; "Roundtable on Special Education Technology in the Higher Education Curriculum"; "Teaching in an Electronic Classroom"; "Developing and Repurposing Videodiscs"; and "Distance Education through Television." Each bibliography is preceded by an introductory section outlining the workshop title, date, location, presenters, and scope. The bibliographies, each consisting of from 20 to 50 references, list English-language monographs, reports, and journal articles. (JDD)

ED 354 687 EC 301 870

Rutherford, Robert B., Jr., Ed.; Mathur, Sarup R., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 15.
PUB DATE- 92
NOTE- 133p.; Papers presented at the Annual Conference of Teacher Educators for Children with Behavior Disorders (15th, Tempe, AZ, November, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; *Behavior Disorders; Consultation Programs; Cultural Background; Deafness; Definitions; Delinquency; Educational Diagnosis; *Educational Practices; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; Generalization; Handicap Identification; Hearing Impairments;

Americans with Disabilities Act (ADA)?"; "Why is the ADA needed?"; "How is disability defined by the ADA?"; "What does the ADA cover?"; "How does the law address 'undue hardship'?"; "How soon does the law take effect?"; "If discrimination exists, what can a person do?"; "What specifically does the ADA require for people with mental retardation?"; "What can chapters of the Arc do to help implement the ADA?"; and "Where can I go to get more information about the law?" Contact information for four government agencies is provided. (DB)

ED 354 706 EC 301 891

Sher, Beverly; And Others
Developing a Scope and Sequence in Science for High Ability Learners K-8. Developing Science Curriculum for High Ability Learners K-8. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Critical Thinking; *Curriculum Development; Elementary Education; *Elementary School Science; Elementary School Students; Enrichment Activities; Metacognition; Models; Productive Thinking; Program Development; *Science Education; Scientific Methodology; *Student Educational Objectives; Teaching Methods; Technology
IDENTIFIERS- *Scope and Sequence

This monograph describes the development of a scope and sequence model for science education specifically intended for use with gifted students in grades K-8. Introductory material notes the rationale and purpose of the model as well as its functions such as providing a scaffolding linking educational concepts with the technology of school curriculum. The three stages of the 21-month project are outlined. Instructional emphases of the curriculum are: (1) scientific habits of mind; (2) critical/productive thinking skills; and (3) metacognitive skills. Ways to further differentiate the curriculum are suggested, such as varying the level of the outcome and varying the sophistication of the content. Desired outcomes are grouped into generic concept outcomes and scientific process outcomes with associated assessment indicators. Specific outcomes are listed by approximate grade level for concepts; content applications (in biology, earth science, physical science); interdisciplinary applications (social systems, number systems, cities as systems, language, political systems, economic systems); the scientific process; problem-based learning; technology (computer, camera, and calculator skills); scientific habits of mind (stressing curiosity, creativity, objectivity, openness to new ideas, and skepticism); critical/productive thinking skills; and metacognitive strategies (planning, monitoring, assessing). Guidelines for using the model for unit development are also offered. (DB)

ED 354 707 EC 301 892

Boyce, Linda Neal; And Others
Curriculum Assessment Guide. Developing Science Curriculum for High Ability Learners K-8. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 41p.

NNSs and Test of English as a Foreign Language (TOEFL) scores? Eight verbal discourse completion tests were administered by the researchers to the participants on a one-to-one basis. Each response was taped, transcribed, coded, and analyzed by the researchers. No significant differences were found between NNSs and NSs in six out of eight situations. According to NS norms, explicit apologies, acknowledgements and intensifiers were significantly undersupplied by NNSs in two of the situations. No linear relationship was found to exist between TOEFL scores and the performance of apologies by NNSs. (JL)

ED 354 728 FL 020 908

Skilton, Ellen E.
Acquisition Policy Planning and Litigation: Language Planning in the Context of "Y.S. v. District of Philadelphia."
PUB DATE- 92
NOTE- 34p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Asian Americans; *Court Litigation; *Educational Needs; Elementary Secondary Education; *Language Planning; *Public Policy; Second Language Learning; Student Needs
IDENTIFIERS- *Pennsylvania (Philadelphia); *Y S v District of Philadelphia

This paper discusses language policy and educational practice in the context of a class action law suit filed on behalf of Asian students in Philadelphia concerning their linguistic and academic needs. It addresses both macro and micro perspectives in its discussion of litigation policy, acquisition policy planning, and Asian Americans in the United States. The analysis incorporates Rubin's (1971) and Fishman's (1979) frameworks as tools for understanding language planning processes in this particular context. In addition, orientations to language planning, the planners and actors involved in the process, and the specific curricular and personnel changes that resulted from this law suit are discussed in an effort to both understand the particular complexities of this situation as well as to evaluate the effectiveness of the relationship between litigation policy and acquisition policy planning in implementing programs for language minority students in American schools. (Author)

ED 354 729 FL 020 909

Stone, Holly
"The Proper Way To Pray"; Description of a Korean-American Youth Service Prayer.
PUB DATE- 92
NOTE- 18p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Adolescents; *Behavior Standards; *Churches; *Clergy; *Discourse Analysis; *Korean Americans; *Religious Education
IDENTIFIERS- *Prayer

A youth pastor's prayer was analyzed using techniques of microanalysis to reveal sociocompetencies required of Korean

(Composition); Writing Instruction
IDENTIFIERS- *Hong Kong
Papers on linguistics and language teaching in this volume are the following: "'Good' and 'Poor' Writing and Writers: Studying Individual Performance as a Part of Test Validation" (Desmond Allison, Evelyn Cheung); "To Test or Not To Test: That Is the Question" (Keith Tong, Rose Chan, Jo Lewkowicz); "Testing Listening Comprehension: A New Approach?" (Jo Lewkowicz); "Misreading Viewpoints: Reading Problems Among ESL University Students in Hong Kong" (Desmond Allison, Ip Kung Sau); "Typological Transfer, Discourse Accent and the Chinese Writer of English" (Christopher Green); "An Evaluation Study of a Programme to Teach Student Report Writing" (Peggy Leung); "Prioritising Equality of Outcome in Hong Kong Secondary Education" (Nigel Bruce); and "Curriculum Development in the Sixth Form: the Potential for Changes in Approaches to Writing Skills at Tertiary Level" (Peter Falvey). Editorial policy, a style sheet, notes on contributors, and an index to papers in volumes 1-13 are also included. (MSE)

ED 354 750 FL 020 948

Tong, Keith; And Others
To Test or Not To Test, That Is the Question.
PUB DATE- 91
NOTE- 10p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- College Freshmen; Content Validity; *English (Second Language); Factor Analysis; Foreign Countries; Higher Education; High School Graduates; *Language Proficiency; Language Research; *Language Tests; Linguistic Theory; Predictive Validity; *Student Placement; *Testing; Test Reliability; *Test Use
IDENTIFIERS- *Hong Kong; Use of English Examination (Hong Kong)
A study investigated the content and predictive validity of Hong Kong's new Use of English Examination (UEE), introduced by the Hong Kong Examinations Authority in 1989. The study set out to discover whether the examination was reliable for determining students' language needs on entering higher education, and whether institutions' existing internal language tests were still necessary. The UEE was compared with the University of Hong Kong's Language Analysis Sessions (LAS) test, used for arts faculty students. Subtest scores on the two tests and end-of-year subject examination scores for 346 university freshmen were analyzed statistically, using correlation and factor analysis. Results suggest that for the purpose of predicting prospective undergraduates' academic performance, the LAS tests are more effective than the UEE. However, it is noted that the former are targeting a more homogeneous and more highly-skilled population. Despite considerable overlap in the skills tested, the UEE and LAS are considered different and not parallel, suggesting that internal institutional testing may still be useful. The new UEE is also seen as more valid than the old UEE in terms of face and predictive validity. (MSE)

ED 354 751 FL 020 949

Lewkowicz, Jo
Testing Listening Comprehension: A New Approach?
PUB DATE- 91

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Counseling; Disabilities; *Educational Finance; *Educational Needs; Employer Employee Relationship; *Employment Programs; *Federal Legislation; Federal Programs; Job Placement; *Job Training; Postsecondary Education; Student Financial Aid; *Veterans Education; Vocational Rehabilitation
IDENTIFIERS- Congress 102nd; Proposed Legislation

The Senate Committee on Veterans' Affairs recommended passage of the Veterans' Readjustment Benefits Improvement Act of 1992, as amended. The act would revise and improve educational assistance programs for veterans and members of the Armed Forces and improve certain vocational assistance programs for them. This document contains the text of the act, as amended, and a discussion of four titles: Title I--the Educational Assistance Programs; Title II--Vocational Rehabilitation and Pension Programs; Title III--Job Counseling, Training, and Placement Services for Veterans; and Title IV--Cost Savings. It also contains a cost estimate, a regulatory impact statement, a tabulation of votes case in committee, agency reports, and changes in existing law made by the proposed act as reported. (KC)

ED 354 312 CE 063 000

Community Works Progress Act of 1992. Hearing on S. 2373 To Amend the Job Training Partnership Act To Establish a Community Works Progress Program, a Youth Community Corps Program, and a National Youth Community Corps Program, and for Other Purposes, before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, Second Session.
PUB DATE- 21 May 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Community Services; *Disadvantaged; *Employment Programs; *Federal Legislation; Federal Programs; Futures (of Society); Job Development; Job Training; *Public Service; Unemployment; Young Adults; Youth Programs
IDENTIFIERS- Congress 102nd; Proposed Legislation

This document contains written statements and oral testimony of witnesses who testified at a U.S. Senate hearing on the proposed Community Works Progress Act of 1992. The testimony centered on the United States' massive unemployment problem and the need to provide jobs and hope for many people. Sentiment was strong for passage of the Community Works Progress Act in order to create programs such as those developed by the Works Progress Administration of the 1930s. Such a program would create jobs and enable young people to get an education and upgrade their skills so as to live a more productive life in the future. At the same time, participants in the program would provide work needed by the nation as a whole, such as work in schools, with youth, with the elderly, in building roads and bridges, and in clean-up projects for parks and cities. Those who testified included senators, representatives of youth advocacy organizations, and city officials who had experience in similar types of programs. (KC)

ED 354 313 CE 063 002

qualifications will be organized on eight levels; levels 1-4 leading to a national certificate, levels 5-7 to a national diploma (level 7 also leading to an initial degree), and level 8 leading to other degrees or higher certificates/diplomas. A survey of the Maori community led to the development of Maori-based qualifications within the national framework. Other considerations included the following: certification of on-the-job training; a national information system for access to units and standards; a networked national database of student records; and a database of framework users. Each component of the framework described in this report is followed by a section discussing and explaining the decisions of the board concerning that component, and the report concludes with a simple list of the 23 decisions made. (Appendices contain a list of those to whom the questionnaires were sent to develop the framework and analysis of the questionnaire responses.) (CML)

ED 354 329   CE 063 031

Quality Assurance in Education and Training.
PUB DATE- 92
NOTE- 91p.; For related documents, see CE 063 028-030 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Accreditation (Institutions); *Certification; Criterion Referenced Tests; Educational Administration; *Education Work Relationship; Employment Qualifications; Foreign Countries; *Government School Relationship; High Schools; Job Training; Labor Force Development; Learning Modules; *Outcomes of Education; Postsecondary Education; Private Schools; Quality Control; Standards; State Licensing Boards; Student Evaluation; *Units of Study
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

This document consists of three separately-published booklets all concerned with criteria for accreditation of educational institutions in New Zealand: (1) "Guidelines and Criteria for Registration of Private Training Establishments"; (2) "Guidelines and Criteria for Obtaining Ministerial Approval of Government Training Establishments"; (3) "Guidelines and Criteria for Accreditation to Offer National Certificates and National Diplomas." The first learning units and qualifications registered on the National Qualifications Framework, including requirements for unit and group accreditation, suggestions for the preparation of unit and group accreditation applications, general accreditation, and the conditions surrounding accreditation. A glossary and forms that may be used to apply for unit and group accreditation are included. The second booklet describes procedures for obtaining ministerial approval of government training establishments, including requirements and criteria, application and assessment procedures, and the conditions surrounding approval. Appendices provide an application form, a glossary, and a list of fees and charges. The third booklet, which describes procedures for registering as a provider of private training, explains in an introductory section that the public process resulting in that registration will ensure that the units and qualifications have been endorsed by those who use, grant credit towards, or provide

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Assessment Centers (Personnel); *County Officials; Leadership Qualities; *Leadership Training; Local Government; *Management Development; Program Development; *Program Implementation
IDENTIFIERS- County Commissioners; DACUM Process; *Project EXCEL (Public Officials)

Project EXCEL (Excellence in Community Elected and Appointed Leadership) was created in 1990 to provide opportunities for assessing job training and personal development needs of public officials in small and midsized communities, as well as to develop a continuing education program to assist public leaders in professional growth and problem solving. One of the first strategies developed by the project was the creation of an assessment center where current and aspiring county commissioners could identify their current managerial capabilities and training needs. Project EXCEL used a five-step process for development of the assessment center: job analysis, selection of dimensions and activities, training of assessors, conducting pilot simulations, and conducting evaluation. The DACUM (Developing a Curriculum) process was used to determine the competencies or tasks needed for the position of county commissioner. The results of the DACUM were used in interviews to identify 15 dimensions or areas to be evaluated: oral communications, planning and organizing, leadership, decision making and judgment, initiative, objectivity, development of co-workers, perception, sensitivity, management control, collaborativeness, written communications, behavior flexibility, organizational sensitivity, and assertiveness. The following eight activities were then developed for the Project EXCEL Assessment Center for County Commissioners: background interview, group discussion assigned roles, leaderless group discussion, in-basket exercise, interview simulation, fact-finding, case study, and press conference. Trained assessors observe participants' performance of these activities and then provide feedback and discuss opportunities for professional development. Of the first 36 county commissioners who completed the assessment center experience, 42 percent said they learned a great deal about management abilities and 58 percent said they learned a moderate amount. In addition to the formal assessment centers conducted, Project EXCEL plans to develop a mock assessment center activity for demonstrations and as an educational program for community leadership groups. (Contains 10 references.) (KC)

ED 354 347   CE 063 059

Demick, Jack, Ed.; Miller, Patrice M., Ed.
Development in the Workplace.
PUB DATE- 93
NOTE- 251p.; Adapted from papers presented at the Adult Development Symposium (6th, Boston, MA, July 12-14, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adults; Age Discrimination; *Career Choice; *Career Development; Employment Opportunities; Equal Opportunities (Jobs); Lifelong Learning; Maturity (Individuals); Older Adults; *Organizational Development; Research Problems; *Work Attitudes

This book contains edited versions of papers from a symposium on

MO, December 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; Agricultural Production; *Agriculture; *Consumer Economics; Consumer Education; *Economic Impact; Elementary Secondary Education; Leaders; National Programs; Natural Resources; Program Content; Program Development; Program Implementation
IDENTIFIERS- *Agricultural Literacy

The purpose of the agricultural literacy effort has been to produce informed citizens able to participate more fully in the establishment of policies that support a highly competitive agricultural industry in this country and abroad. In their article titled, "Position Statement on Agricultural Literacy," Russell, McCracken, and Miller (1990) propose guiding principles for development and implementation of agricultural literacy programs, purposes, objectives, and content. The basic purpose is to achieve an awareness and understanding of the significance of agriculture in the lives of all people. Programs should be targeted toward all youth--particularly school-age youth at all grade levels--and adults. Basic content includes the following: origination, processing, and distribution of food and fiber; wise use of natural resources; human and animal health and nutrition issues; agriculture trade issues; and geopolitical issues related to food. A coordinating group at the national level must be developed to identify and promote a model delivery system for agricultural literacy efforts in each state. Although agricultural educators are but one of many proponents of agricultural literacy, they are best qualified to provide leadership for such efforts in local communities. Promotional material templates should be developed at the national level for modification and use at the local level. (Appendixes include a list of 21 selected agricultural literacy reference materials.) (Contains 8 references.) (YLB)

ED 354 366 CE 063 090

Darkenwald, Gordon G.; Silvestri, Kenneth
Analysis and Assessment of the Newark Literacy Campaign's Adult Tutorial Reading Program: A Report to the Ford Foundation.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Blacks; Case Studies; Dropouts; Family Characteristics; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Evaluation; *School Holding Power; *Student Evaluation; Tests; *Tutoring; Tutors
IDENTIFIERS- African Americans; *Newark Literacy Campaign NJ

An assessment of the Newark Literacy Campaign's (NLC's) Adult Tutorial Reading Program studied 20 long-term (in the program for at least 1 year) and 20 new adult learners; all but 2 were African-Americans. The following data sources were used: in-depth interviews with learners, logs completed by tutors, follow-up interviews 6-8 months later, intake/assessment records, tutor questionnaire, direct observation, NLC staff interviews, and test results. Case study material illustrated answers to the research questions relating to NLC's effects on day regional applied mathematics workshop for high school, community college, and university faculty. In applied communications, a 2-week summer workshop for 12 regional high school English and professional-technical faculty was held, and a new ninth-grade applied communications course was developed during the program. In April 1991, Mt. Hood Community College was honored as one of the top three community colleges in the United States for tech prep associate degree education. The Mt. Hood Community College District was also selected as a National Tech Prep Demonstration Center. The tables and graphs of the report show the following: tech prep articulation agreements; number of students transcripting credit by a 2 2 program, 1987-92; number of students transcripting 2 2 credit by high school 1987-92; number of PTIP student applications by course, 1988-93; 2 2 tech prep student transcripting by program, 1991-92; articulation measures, 1991-92; and professional-technical interdistrict program applications, 1992-93. (KC)

ED 354 383 CE 063 119

Lankard, Bettina A.
The Changing Work Force. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Blacks; Employed Women; *Employment Patterns; *Employment Practices; *Employment Projections; Futures (of Society); Hispanic Americans; Job Sharing; *Job Training; *Labor Force Development; Lifelong Learning; Nontraditional Occupations; Personnel Policy; Public Policy; Vocational Education; Youth Employment

Economic pressures, work force diversity, and advances in technology are changing the nature of work and organizational policy and management. A predicted decline in the annual growth in gross national product is expected to trigger a slowdown in the labor force, especially in occupations that employ workers with only a high school education. Postsecondary education will be increasingly important for gainful employment and good wages for women, Blacks, and Hispanics who will make up increasing percentages of the work force. As the nature of work becomes more complex, alternative approaches to education and training in the workplace will be necessary to promote continuous learning and development for the younger segment of the work force. Four organizational trends are surfacing in response to the changing composition and nature of the work force. First, women are entering employment in nontraditional jobs with higher wages, greater benefits, and greater job security. Second, companies are moving toward flexible staffing options that include the use of temporary employees, independent contractors, outsourcing, and employee leasing. Third, alternative scheduling options such as part-time and flextime are well established; work-at-home options and job sharing are gaining acceptance. Fourth, more efficient training practices emphasize training close to the job site and skills relevant to the changing workplace. (Annotations of 15 print resources are provided.) (YLB)

ED 354 384 CE 063 120

work incentives--allowable income, trial work period, extended period of eligibility, continuation of Medicare coverage, and Medicare for people with disabilities who work; (2) Supplemental Security Income (SSI) work incentives--earned income exclusion, student earned income exclusion, blind work expenses, Plan to Achieve Self-Support (PASS) Work Incentive, Property Essential to Self-Support, Section 1619(a), and Section 1619(b); and (3) SSI/SSDI work incentives--subsidies, Section 301 continued payment under a vocational rehabilitation plan, and impairment-related work expenses. Other topics include dealing with pitfalls, recordkeeping, reviews, reforms, "welfare," and Veterans' Administration work incentives. Application procedures and recordkeeping are discussed for the following: Internal Revenue Service work incentives: medical care deductions, Credit for the Elderly and Disabled, child and dependent care credit, Americans with Disabilities Act tax credit, and Targeted Jobs Tax Credit. Some sample expense logs are appended. (YLB)

ED 354 400 CE 063 143

Teaching the SCANS Competencies.
PUB DATE- 93
NOTE- 127p.; For related documents, see ED 332 054, ED 346 348, ED 350 414, ED 349 458, and CE 062 643.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Competence; *Competency Based Education; Educational Change; Educational Innovation; *Educational Strategies; Elementary Secondary Education; Employment Potential; *Futures (of Society); Job Skills; *Labor Force Development; Limited English Speaking; *On the Job Training; Skill Development; Teaching Methods
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

SCANS (the Secretary's Commission on Achieving Necessary Skills) provides definitions of the knowledge students and workers need for workplace success and methods for applying these principles in communities throughout the United States. This document contains six articles that give education and training practitioners practical suggestions for applying SCANS in classrooms and workplaces: "SCANS in the Schools" (Kopple et al.) helps educators incorporating SCANS competencies into curricula and instruction by identifying issues likely to arise and giving examples of incorporation of specific competencies; "Implementing SCANS: First Lessons" (Meltzer, White, and Matheson) highlights 10 examples of state and local efforts to strengthen school-work linkages; "Students Use SCANS to Explore Changing Jobs: Lessons of IndianaPLUS" (Harr) describes replicable lessons from a statewide Indiana project in which high school seniors assessed skills requirements in local workplaces and communicated the results to other students and throughout their communities; "Preparing Limited English Proficiency Students for the Workplace" (Grognet) focuses on special issues for educators whose students are first- or second-generation immigrants, and who must teach the SCANS competencies in English and in the context and culture of U.S. workplaces; "Technology and High-Performance Schools: A SCANS Survey" (Schmidt, Packer) specifies what schools and technology companies would buy if they had $1,000 per student to spend on computer hardware; and "Assessment of the SCANS Competencies: Some Examples" (Wirt) features promising activities and performance by choosing the most appropriate corrective actions previously scaled in terms of their perceived change orientation. Results of the study indicated that employee age has no effect on the change orientation of corrective actions chosen for poor performers. This contradicts previous research which suggests that subjects recommend corrective actions with higher change orientations for younger workers than for older workers. (ABL)

ED 354 418   CG 024 757

Gati, Itamar; Givon, Michal
Gender Differences in the Structure of Career-Related Aspects.
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Decision Making; Foreign Countries; *Sex Differences
IDENTIFIERS- *Computer Assisted Career Guidance; Israel

One of the sources for the observed differences between the occupational choices and preferences of women and men may be the way in which they perceive the considerations or aspects which are taken into account in the process of career decision making. That is, the different meanings men and women attribute to the various aspects may give rise to differences in their career preferences. An examination was made of the possible differences in the meanings attributed to career-related aspects by women and men. Monitored dialogues of 1,252 deliberating women and 751 deliberating men who used "MESHIV," a computer-assisted career guidance system, were analyzed. Subjects used MESHIV in one of eight locations in Israel (public or private career counseling centers) out of their own initiative as part of their career decision making process, or were introduced to it by their career counselor. During these dialogues the users reported their preferences in 43 considerations or aspects relevant for career decision making (e.g., indoor-outdoor, teamwork, prestige). A measure of similarity was developed and then computed in the pattern of preferences for each pair of aspects. Using cluster analyses of the preferences, the structure of aspects of men and women were obtained and compared. The obtained structures were found to be highly similar, which was interpreted as indicating that deliberating women and men attribute, in general, similar meaning to the aspects. These findings support, generally, the assumption which underlies computer-assisted career guidance systems, that the aspects have a general, agreed-upon meaning. Yet, a few but interpretable differences also emerged. (ABL)

ED 354 419   CG 024 758

Retired Senior Volunteer Program: Activities in Alcohol and Drug Abuse Prevention and Education. An Evaluation Report and Appendices.
SPONS. AGENCY- ACTION, Washington, D.C.
PUB DATE- Jun 92
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; Elementary Education; *Elementary School Students; Public Schools; *School Counseling; *School Counselors; Student Attitudes; *Student Needs
IDENTIFIERS- Mississippi

If children are to achieve their potential they must be provided with the support they need personally, socially, as well as academically. Studies have shown the need for elementary school counselors as indicated by various educators. The purpose of this study was to determine the need for elementary school counselors as indicated by elementary school students. Participants in the study were students enrolled in a Mississippi public school district which had five elementary schools with no counselors or counseling services. Participants (N=659) were students in grades three through six. The What I Need survey, a 23-item survey developed by the Mississippi State Department of Education which assesses personal, social, academic and career needs, was used. The results indicated that 76% if the students would talk to the counselor if they had personal problems and 75% believed that if they told the counselor secret information the counselor would keep it secret. Approximately 72% of the students indicated a need for personal counseling. Approximately 89% of the students showed a need for academic guidance. The greatest need indicated by the students was for career guidance (approximately 91%). (Contains 15 references.) (ABL)

ED 354 437 CG 024 779

Cobbs, Charles R.; McCallum, Odell
Positive Impact Program (PIP) for At-Risk Black Males.
PUB DATE- 11 Nov 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Community Programs; Counseling Objectives; Counseling Services; Cultural Opportunities; Dropout Prevention; Elementary Education; *Elementary School Students; *High Risk Students; *Males; *Mentors; Motivation; Role Models; *Self Esteem

To address the needs of at-risk black males the Positive Impact Program (PIP) was organized. Teachers and parents were asked to refer black boys in kindergarten through eighth grade who exhibited low self-esteem; lack of motivation; poor academic record; chronic disciplinary problems; poor school attendance; poor hygiene and personal care habits; poor social skills; and disrespect for authority. At an organizational meeting the boys were assigned an advisor and they and their parents agreed to 13 guidelines among which were: (1) being obedient to advisors, teachers, and parents; (2) study each night a minimum of 1.5 hours; (3) attend church services at least once a week; (4) tell advisor their hobby, what they plan to be when grown up and what they are willing to do to get there, what they like and dislike about self; and (5) refrain from cursing and swearing. Each advisor met weekly with his group of 4-16 boys to discuss PIP concerns. All the groups met together for activities once or twice a month. The objectives of the program given on a Likert-type scale ranging from 1 to 6. When the means were computed for all questions utilizing the Likert-type scale, all means on both surveys were above the average score of 3.0. Considering that all scores on both the student and the teacher questionnaires were above average, it can be concluded that the counseling services at the selected high school are effective in providing the services the students and teachers require. Based on some of the comments of both groups, there is still room for improvement. (ABL)

ED 354 456 CG 024 798

O'Neill, Maureen S.
Undergraduate Internships: Oxymoron or Necessity?
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychology Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Internship Programs; *Psychology; *Undergraduate Students; *Undergraduate Study

The undergraduate major in psychology has evolved in recent years. Traditionally, course work was designed to provide a sound preparation for graduate school. Practical experience was seen as the province of graduate education. However, research indicates that the vast majority of psychology majors do not attend graduate school. The undergraduate curriculum must address the needs of those who wish to major in the field but enter the work force upon graduation. Endicott College, a small women's institution, has designed a curriculum combining the liberal arts approach to psychology with extensive supervised work experience in the field. The curriculum also addresses the needs of students who major in psychology and intend to earn certification as teachers in elementary education and early childhood education. Over the course of four years, students do three one-month internships and one semester-long full-time internship. The last senior internship is supervised closely both by on-site supervisors and by designated Endicott faculty. The faculty conduct intensive seminars on a biweekly basis to process the experience and explore the literature on topics relevant to internship experiences. As expected, the internships facilitate job placement. An unexpected result is the increase in the percentage of students who decide to attend graduate school as a result of their exposure to the internship experience. With good advising, a sound curriculum, and proper supervision during internship, the undergraduate psychology major can be well prepared for work or for graduate school. (Author)

ED 354 457 CG 024 799

Arguello, Sandra Crews
The Impact of Financial Stress in Marriage: Implications for Marriage and Family Therapists.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Techniques; Counselor Role; Counselor

used to assess autonomy, and the Marital Adjustment Test was employed to measure relationship satisfaction. Relationship violence was assessed using The Conflict Tactics Scale. Results indicated that at 18 and 30 months of marriage women high in autonomy who married men low in autonomy reported a significantly greater amount of husband-to-wife violence than women low in autonomy. Women high in autonomy who married men low in autonomy did not differ in their reports of violence from women high in autonomy who married men high in autonomy. (ABL)

ED 354 475   CG 024 817

Stickel, Sue A.; Bonett, Rhonda M.
Career Self-Efficacy and African American Secondary School Students: A Preliminary Analysis.
PUB DATE- 18 Feb 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Black Students; *Career Development; College Bound Students; Secondary Education; *Secondary School Students; Self Efficacy; *Self Esteem; Sex Differences
IDENTIFIERS- *African Americans

Career self-efficacy as a component of career development has been an important research topic. Measurement of the self-efficacy construct has been a concern since inception of research in this area. The question is whether instruments will be measuring the same construct across groups whose experiences in acquiring efficacy expectations may be culturally different. In a previous study a different factor structure was indicated for Caucasian and African American samples. In this study, subjects (N=71) were 7th, 8th, 10th, 11th, and 12th grade African American students. These students attended a state-funded residential school for children of the armed services, which is located in a mid-Atlantic state. Most students (85%) are African American and are recruited from a larger innercity metropolitan area. The Career Attitude Scale (CAS) was used which includes short descriptions of nine traditionally female and nine traditionally male occupations. Participants also filled out the Coopersmith Self Esteem Inventory (SEI). For this study, analysis of variance was performed on the total CAS scores as the traditionally male and traditionally female factors were not indicated for the African American sample. Analyses revealed a significant main effect for gender, plans for college, and year in school. A separate analysis of variance on the SEI scores indicated a significant main effect for gender. Plans for college and year in school were not significant. The survey instrument is attached. (Contains 18 references.) (ABL)

ED 354 476   CS 011 170

Olson, Mary W., Ed.; Homan, Susan P., Ed.
Teacher to Teacher: Strategies for the Elementary Classroom.
PUB DATE- 93
NOTE- 247p.
LANGUAGE- English

ED 354 496 CS 011 203

Targovnik, Nina R.
An Invitation Extended To Critically Examine Whole Language: The Silent Student Speaks.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Higher Education; Student Characteristics; *Teacher Attitudes; Teacher Role; *Whole Language Approach
IDENTIFIERS- Educational Issues; Politically Correct Communication

Reacting to whole language zealots who are not willing to hear new viewpoints or engage in a dialogue with people who differ from their paradigm of education, a graduate student-teacher-researcher who is in general agreement with whole language principles responds to a series of conversations in which she was a listener but not a participant. The gist of each of the 12 conversations is given and discussed in turn. Her conclusions are that: (1) while her silence in these conversations was generally tolerated, those who advanced whole language felt there was no place for silence; (2) there is one basic philosophy of whole language that all must learn; (3) there is a "right" way for teachers to act in whole language classrooms; (4) whole language "zealots" have proclaimed that content areas are dead; (5) whole language advocates have proclaimed traditional tests as the work of the devil; (6) textbooks of all sorts are condemned; (7) whole language enthusiasts insist that aliterates are worse off than illiterates; (8) the idea that students need to manipulate texts and to become intimately involved in the writing process is a common "buzz phrase" of the whole language camp; (9) whole language advocates seem not to acknowledge that some students do not learn to read by merely reading; (10) whole language enthusiasts often ignore other voices or do not give others a chance to voice their opinions; (11) whole language advocates find that women have a unique way of thinking and feeling which is not valued by the schools, workplace, or society; and (12) whole language enthusiasts do not listen to people espousing non-politically correct views. (RS)

ED 354 497 CS 011 204

Kirby, John R.
PASS and Reading Achievement.
PUB DATE- 16 Aug 92
NOTE- 18p.; Brief version of a paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). Research supported by grants from the Social Sciences and Humanities Research Council of Canada.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Grade 4; Grade 5; Intermediate Grades; *Learning Disabilities; Predictor Variables; *Reading Achievement; *Reading Diagnosis; Reading Research; Reading Tests
IDENTIFIERS- Ontario (Kingston); *PASS Model (Luria)

Two studies examined the effectiveness of the PASS (Planning, Attention, Simultaneous, and Successive cognitive processes) people use nonstandard "like," the majority responded with answers which indicated a deficiency in language usage; and (4) users used either "like" as a focuser, or "be like" as a quotative, but rarely mixed the two forms. Findings suggest that it is the responsibility of the professor, or classroom teacher, to provide a means for students to purge the nonstandard use from their vocabularies and to replace it with other more acceptable words and phrases. (Two appendixes of data, partial transcripts of conversations, and the survey instrument are attached.) (RS)

ED 354 516 CS 213 672

Cobb, Susan M.
Reader-Response to Dr. Seuss: Middle School Students and Social Issues.
PUB DATE- 92
NOTE- 93p.; Specialist in Education Project, University of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Literature; Grade 7; Junior High Schools; Middle Schools; *Reader Response; Reader Text Relationship; *Reading Ability; Reading Research; *Social Problems
IDENTIFIERS- *Doctor Seuss; Geisel (Theodor Seuss); *Middle School Students; Response to Literature

A study investigated to what extent average middle school students were able to perceive the social issues embedded in literature by Dr. Seuss. Seventy-four seventh-grade students responded to five Dr. Seuss stories in free-writing exercises, response worksheets, and question worksheets. Results showed that the majority of students (approximately 85%) discovered the major issues in the five stories: "The Sneetches"; "The Lorax"; "The Butter Battle Book"; "Horton Hears a Who"; and "The Cat in the Hat." Some students were able to delve more deeply into the social aspects depicted, but most at least recognized the social implications of each story, and related both personal and general ideas, showing that response was not only of a self-centered nature. (One figure of data is included; and three appendixes, containing the worksheet on reader-response and the worksheet on story questions, are attached.) (Contains 53 references.) (SR)

ED 354 517 CS 213 675

Lemon, Hallie S.
Portfolio Units in a Process Classroom.
PUB DATE- Oct 92
NOTE- 18p.; Paper presented at "New Directions in Portfolio Use" Conference (Oxford, OH, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Peer Evaluation; *Portfolios (Background Materials); Student Journals; Writing Assignments; *Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- Alternative Assessment; *Process Approach (Writing); Western Illinois University

A teacher at Western Illinois University, who had resisted using the portfolio system in a writing classroom, developed a shorter portfolio unit to incorporate the best aspects of portfolios without many of the disadvantages. By the beginning was as a result of this effort that 10 of the seminal group's first essays were collected and published as "The Student's Right to Write." From the contemporary viewpoint, some common themes can be identified, which include the importance of stimulating the imagination, fostering student self-esteem, and seeing the study of language as entangled with the study of society. An opinionnaire was created to determine feedback from practicing teachers. As an indication of the interests and concerns of a newly emergent field of study, "The Student's Right to Write" was a prophetic look ahead. (HB)

ED 354 535 CS 213 704

Langstraat, Lisa R.
Dissonance and Difference: Invention Strategies for a Feminist Composition Classroom.
PUB DATE- Nov 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; College Instruction; *Feminism; Higher Education; Sex Role; *Undergraduate Students; *Writing (Composition); *Writing Instruction; Writing Strategies
IDENTIFIERS- Feminist Criticism; *Writing Contexts

A feminist composition classroom concentrates on undermining the Platonic view of invention as the private act of an atomistic individual and replacing it with inventional strategies that heighten students' awareness of the social, political, and economic factors which make writing and reading a gendered activity. These alternate strategies allow students to enter into public discourse and prompt them toward an active, cogent means of changing social inequities. Since theories of writing are always predicated on theories of subjectivity, the question of which notions of subjectivity best facilitate the teaching of writing as an act of resistance and as a way of finding a unique voice are crucial. Elizabeth Flynn's and Linda Peterson's important work on the narratives of male and female students calls upon Nancy Chodorow's theory of deep selves to determine that women's writing exhibits a relational identification process while male students' writing exhibits a process of differentiating themselves from others. Teaching strategies must enable students to recognize that their experiences and the way they read them are laden with ideology. The teaching of invention strategies must not only stress how women are silenced and repressed by patriarchal restraints and hegemonic forms of language, it must also outline the ways in which language forms their subjectivity. The real challenge lies in helping students realize that gender inequities are not natural--that they do not exist just because "that is the way men and women are." (Contains 21 references.) (SAM)

ED 354 536 CS 213 705

Montgomery, Nancy
The Teacher's Role in the Writing Workshop.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd,

internship. Relying on the judgment of the student's most immediate supervisor runs into problems since that person is probably not an "expert" in speech communication. Another means is to design an entire internship class to assess the quality of learning. There are several advantages to a model with regularly scheduled class meetings of all interns: (1) students seem to take the academic portion of their internships more seriously; (2) the meetings can create a mutual support network among interns and the internship director; (3) as students report their progress, achievements, and problems, other interns learn that they often have similar experiences; and (4) very directed teaching can take place. Students complete 10 short papers during the semester and present them in seminar style to the other members. Such a class incorporates sound pedagogy and simultaneously assesses learning by rigorous standards in an experiential learning context. (RS)

ED 354 554 CS 508 055

Droge, David; Roundy, Jack
Meeting the Needs of At-Risk College Freshmen through Academic Advising: The "Enriched" Public Speaking Course.
PUB DATE- Oct 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *College Freshmen; *Course Content; Course Descriptions; Higher Education; *High Risk Students; *Introductory Courses; *Public Speaking
IDENTIFIERS- Advisor Role; *University of Puget Sound WA

A program was developed at the University of Puget Sound (Washington) to meet the needs of students "at-risk" for poor academic performance or attrition because of inadequate pre-college preparation. Advising sections (small--15 or 20 students--sections of regularly-offered courses, whose instructor serves as the student's academic advisor until a major is chosen) of entry-level speaking and writing courses are offered as an "enriched" program. Their unique elements include such things as attention to learning styles, assignments which focus on argumentative discourse, and intensive advising. Classes mix "at-risk" students with other students and thus are not stigmatized as "remedial." The performance of students from these classes shows higher retention and lower academic probation rates than their classmates in general, and GPAs which compare favorably. Several features of public speaking instruction can be helpful for "at-risk" students, developing ability in argumentative discourse, legitimizing students' ideas and experiences, and offering them speech instructors with particular interpersonal skills and attitudes as advisors. Experience with this program indicates that such success requires university-wide, rather than discipline-specific, commitment. Further, it is important to distinguish between advising and recruiting for majors. Also, effective general education teaching and effective scholarship may not be compatible. Finally, the issue of "diversity" needs to be approached with care and forethought. (Two appendixes contain resources for enhanced freshman advising sections, and a class syllabus.) (SR)

ED 354 574 CS 508 100

Thompsen, Philip A.
Scholarly Publishing in the Electronic Age: A Graduate Student's Perspective.
PUB DATE- 30 Oct 92
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Electronic Publishing; Faculty Publishing; *Graduate Students; Higher Education; Information Dissemination; *Scholarship; *Writing for Publication
IDENTIFIERS- Author Text Relationship; *Scholarly Writing; Text Factors

The issue of whether the nature of scholarship is being changed by electronic publishing was made clear to a graduate student when his telecommunication link to the world (his modem) failed. While the newer forms of academic communication offer impressive advantages over traditional publishing, scholars still feel compelled to retain somehow the sense of quality, rigor, and "sweat-off-the-brow" labor that characterizes the best of traditional forms of scholarship. As scholars discover the potential of electronic publishing for entirely new forms of intellectual work, they may find themselves creating a new kind of scholarship, an "electronic scholarship," with different advantages and disadvantages, and reflecting different values. There are four signs of a possible shift in how scholarship is viewed: (1) speed of delivery versus care in preparation; (2) depth of information versus breadth of knowledge; (3) print-based literacy versus computer-based literacy; and (4) author control versus audience control. Scholars should approach the future of scholarship with their eyes wide open, working to recognize shifting epistemological foundations, and trying to detect and document their changing view of scholarship for future generations of scholars. (RS)

ED 354 575 CS 508 107

Soenksen, Roger
Confessions of a Professor, nee Actor.
PUB DATE- Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acting; *Audience Awareness; *College Faculty; Comparative Analysis; *Higher Education; *Teacher Effectiveness; *Teacher Role; Teaching Experience
IDENTIFIERS- Communication Strategies

Relying on key characteristics of teaching excellence documented by research in higher education, a college professor details how personal undergraduate stage-acting experience helped to develop his teaching. The following comparisons are illuminating: (1) students distinguish professors' interest and enthusiasm toward their subjects as an essential quality in in education and society. However, inservice education still suffers many shortcomings. Research shows there is little continuity in inservice education, and specific objectives are not clearly outlined. Also, inservice programs are too short and contain little or no followup. Several keys to designing effective inservice programs include collaboration in planning staff development; administrator, teacher, and parent participation; long-range planning and goals; professional needs and concerns orientation; specific and concrete discussion, practice, and support; school-based and school-focused approach; and use of theory, modeling, practice, feedback, and coaching. Sixty-three teachers surveyed in School District 105, LaGrange, Illinois, said they were dissatisfied with inservice education programs they now participate in and named the above elements among needed improvements. (Contains 15 references.) (JPT)

ED 354 593 EA 024 618

Regan, Helen B.; Brooks, Gwen H.
Out of Women's Experience: School Leadership for Women and Men.
PUB DATE- 13 Nov 92
NOTE- 31p.; Paper presented at the Meeting of the American Educational Research Association's Special Interest Group: Research on Women in Education (University Park, PA, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; *Feminism; *Leadership Training; Perspective Taking; *Women Administrators
IDENTIFIERS- Northeast Coalition of Educational Leaders

In the past 2 decades women have begun to make inroads into the male-dominated area of public school administration. Advancement for women was hindered by male-based approaches to teaching and preparation of school administrators. Meanwhile, women in other professions were making progress and forming support networks. One such group, the Northeast Coalition of Educational Leaders (NECEL), was formed in 1975 to promote women in educational leadership positions. NECEL later created "The Future Directions Project," which outlined a 10-year plan for the organization and how it could promote women school administrators. Members determined through the project that unlike many men, women approach the professional world with the core values used in their personal lives. Women interpret the world differently than men through a different category of experiences, and feminist leadership reflects this view. Collaboration, caring, courage, intuition, and vision were identified as characteristics women bring to educational leadership positions. However, women can learn from the experiences of men. Preparation programs, traditionally male-based, should begin teaching the qualities women bring to school administration. (Contains 15 references.) (JPT)

ED 354 594 EA 024 619

Christensen, Georgia
The Changing Role of the Administrator in an Accelerated School.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; Competition; *Educational Improvement; *Educational Vouchers; Elementary Secondary Education; *Private Schools; *Public Schools; *School Choice

The preoccupation with choice between public and private schools offered under voucher programs obscures the greater problem of a lack of variety in the present educational system. If providing a greater variety of school structures and improving the educational system is the objective, competition between the public and private sectors will not achieve that goal. A comprehensive system of specialized schools is needed that includes cooperative relationships among many types of schools in the public and private sectors. The assertion that competition, or marketplace forces, will lead to a better educational system is invalid. Private schools represent only about 12 percent of all school enrollment and, unlike public schools, can be selective in the students they accept. Successful small, experimental programs tried in private schools may not be effective when attempted on a larger scale. And many private schools are unwilling or unable to participate in a voucher program. Eliminating bureaucracy is also a faulty reason for establishing a voucher system. Bureaucracy provides structure and fairness to the educational system. A system of specialized schools with special focuses that encourages cooperation and collaboration between private and public schools can provide the educational improvements voucher advocates seek. (Contains 63 references.) (JPT)

ED 354 613 EA 024 676

Kleberg, John R.
Quality Learning Environments.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Design; *Built Environment; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; *Facility Requirements; Higher Education; *Physical Environment; Spatial Relationship (Facilities)
IDENTIFIERS- Preserving a Quality Environment for Learning

An Ohio State University project studying quality educational environments brought together experts from several fields from various countries to discuss issues and tour facilities in Europe and the United States. In addition, a survey of university staff, students, and faculty found that there is a strong relationship between school environment and learning. Also, physical environment is important in student choice of university. In addition to architecture and building design, quality of maintenance and care of grounds reflect an institution's outlook on learning. Classroom design should be flexible and stimulating and create a positive learning environment. Many factors in addition to architecture influence the learning environment, including inside and outside space, corridors, and interior design. Several fundamental principles should be considered in designing learning spaces: (1) nearly schooling and 4-day week reforms. The Waihe'e Elementary School and the Star of the Sea School, both in Hawaii, are implementing single-track plans for year-round schooling to improve academic achievement, social-affective behaviors, and community life (Waihe'e) and to provide flexibility in the core curriculum (Star of the Sea). Satisfaction remains high for 4-day school weeks in New Mexico and Colorado. Studies suggest that feared declines in academic performance have not occurred, with tentative evidence of improved achievement. In Oregon, 4-day week schools elicited positive responses from staffers, parents, and students. The saved time translated into increased savings, more instructional time, more time for extracurricular activities, and improved attendance. In Hawaii, the Ma'ili and Ha'aheo Schools implemented 4-day weeks with longer instructional days that have increased achievement and teacher, parent, and student interaction. Evidence suggests that year-round schooling can be successful depending on the reform context, and that 4-day weeks, in general, work in small/rural school districts. (Contains 14 references.) (TEJ)

ED 354 631 EA 024 709

Hagans, Rex W.; And Others
The State's Role in Effecting Systemic Change: A Northwest Depiction. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Community Cooperation; *Educational Change; Elementary Secondary Education; Leadership; School Restructuring; *State Action; State Legislation; State Programs; *Synthesis; Systems Approach; *Systems Development
IDENTIFIERS- *Oregon; *Washington

States are in the leadership position to effect pervasive and comprehensive changes needed in the educational system. There exist five key dimensions for analyzing initiatives resulting in systemic changes: (1) infusiveness, building upon existing knowledge; (2) pervasiveness, effecting improvements in all key components of the system, including policy, human resources, community, and curriculum development; (3) potency, inclusion of all participants at all levels of the system; (4) coherence; and (5) sustainability. Oregon's School Improvement and Professional Development House Bill (HB 2020), promoting school improvement and professional development, and Washington's Early Childhood Education and Assistance Program (ECEAP) for low income children exemplify strategies that research suggests is characteristic of effective systemic change. Both programs: have multiple targets and multifaceted strategies for intervention; are based on local needs; were designed by those who must implement them; provide support for technical assistance and training for local communities; are monitored by state-level policy makers; and have achieved a critical mass of local support. Demands for systemic change are unlikely to abate. The difference in new phases of reform is the quest for comprehensiveness and coherence. (Contains 24 references.) (TEJ)

ED 354 632 EA 024 710

Guidelines for recruiting members, volunteers, and parents cover the importance of having a clear mission statement, involving the disability community, making facilities accessible, adapting visual media, using recruitment techniques, soliciting volunteer help, gaining parent support, clarifying parent responsibilities, and setting realistic goals. Ideas are offered for modifying 4-H projects; a project selection checklist is provided and the use of task analysis to evaluate project suitability is suggested. The final section considers games and activities, specifically adapting games, arts and crafts, and performing arts activities. Three organizational resources and a sample member/parent survey are attached. (DB)

ED 354 649 EC 301 817

Smith, Barbara J.
The Increasing Array of Early Care and Education Policies: An Argument for State and Local Coordination. Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 19p.; One of a series of papers developed by the Research Institute on Preschool Mainstreaming.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Attitude Change; Community Programs; *Coordination; Costs; *Day Care; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Finance; Educational Legislation; *Educational Policy; Federal Legislation; Federal Regulation; Institutional Cooperation; Mainstreaming; Parent Education; Program Administration; Public Policy; Standards; *State School District Relationship

This paper presents a summary of early care and education policies for young children (ages 3-5) and then offers recommendations on how these efforts might be coordinated at the state and local levels. The policy summary is organized around the components of early care--child care, early childhood education, and early intervention for children at risk of developing a disability. Under child care, specific policies that either reduce the cost of child care, promote quality and expansion, or support parents' education and employment are identified. Under early childhood education, the increasing emphasis on providing services for "at-risk" children is noted. Under early intervention, policy and attitudinal challenges are seen in efforts to provide early intervention services in mainstream settings. Six specific recommendations address: (1) coordination of structures through establishment of coordinating bodies at both state and local levels; (2) creation of administrative structures which administer programs in all three service areas; (3) establishment of personnel standards; (4) development of quality assurance structures; (5) allowance for blended funding so that children need not be served by categorical funding streams; and (6) provision of family friendly service options. An appendix lists seven organizational resources for information on early childhood policies and programs. (Contains 27 references.) (DB)

ED 354 650 EC 301 818

theory and general intervention guidelines and then presents remedial activities. The first chapter looks at auditory processes overall, lists the normal sequence of auditory skill development, and offers suggestions for helping students with auditory processing problems in the regular classroom. The second chapter considers auditory discrimination and provides a list of appropriate tests and 85 remedial exercises. Next, a list of tests and 71 remedial exercises are provided for improving auditory memory. The fourth chapter considers auditory perception, identifying tests and giving 64 exercises. Remaining chapters provide discussion, suggested tests, and remedial exercises for: auditory-vocal association (60 exercises); auditory synthesis (34 exercises); auditory-vocal automaticity (32 exercises); auditory figure-ground (12 exercises); and reading skills (24 exercises). The last chapter lists commercial materials including books, filmstrips and accompanying records, games, instructional aids, instructional kits, programs, records, tapes, and workbooks and reprint masters. Publishers' addresses are also provided. (DB)

ED 354 668 EC 301 845

Hayes, Marnell L.
You Don't Outgrow It: Living with Learning Disabilities.
PUB DATE- 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); Adults; Cognitive Style; *Coping; Daily Living Skills; Family Life; Higher Education; *Individual Development; Interpersonal Competence; Interpersonal Relationship; Job Application; Job Placement; *Learning Disabilities; Place of Residence; *Self Evaluation (Individuals); Symptoms (Individual Disorders)

Written for adults with learning disabilities, this book is based on the premise that learning disabilities are not outgrown and thus adults need to learn practical strategies and coping mechanisms. Some of the topics addressed in the book are: what a learning disability (LD) is, terminology, inheritance of LD, kinds of LD, discovering the existence of a learning disability, learning about oneself from school records, getting tested as an adult, understanding one's learning style (a checklist for self-evaluation is provided), helping others understand about LD, stages of adjusting to LD, counseling, support groups, dropping out of high school, going to college at any age, special services needed by LD college students, adaptations and modifications that make college programs accessible for LD students, setting priorities among household tasks, grocery shopping, cooking, organizing tasks and things, vocational rehabilitation, dressing for an interview, job interview behavior, filling out applications, letters of reference, legal rights, living with parents as an adult, possible effects of LD on love relationships and dating, communication, marriage and family life, and dealing with children's questions about a parent with LD. A glossary is provided along with a list of resources and a bibliography of 90 items. (DB)

ED 354 669 EC 301 846

Interpersonal Competence; Legal Responsibility; *Social Behavior; Student Behavior; *Teaching Methods; Timeout

This monograph contains 13 selected conference papers on teaching children with behavior disorders. The first section focuses on emotional/behavioral disorders eligibility and placement issues, and contains the following five papers: "Defining Behavior Disorder and Determining Eligibility for Special Education Services: Interrelated but Separate Processes--Keynote Paper" (Herbert C. Quay); "Legal Issues in Exclusion: Academics and Behavior in SED Eligibility" (Russ Skiba and others); "Meeting the Challenge of Students with Conduct Disorders" (Nancy L. Arllen and others); "The Utility of the School Social Behavior Scales in Differentiating Students with Behavioral Disorders from Students with Other Disabilities" (Kenneth W. Merrell); and "Restrictive Educational Placement of Students with Emotional or Behavioral Disorders: What We Know and What We Need To Know" (James M. Kauffman and John Wills Lloyd). The second section focuses on social behavior and social skills. Papers are: "Social Behavior Identified through an Informant-Based Assessment Procedure: Normative Data across Age and Gender" (Gary M. Sasso and others); "Interviewing Middle School Students To Determine Problematic Social Tasks in School Settings" (Richard S. Neel and others); and "Social Behavior of Deaf and Hard of Hearing Children and Delinquency" (Joan M. Goodship and Timothy J. Landrum). The final section outlines best educational practices, in papers with the following titles and authors: "Former Emotionally/Behaviorally Disordered Students' Reflections on Best Educational Practices and Most Helpful Educators" (Mary Frances Schneider and Susan Ireland); "Students and Parents Discuss Timeout: A Preliminary Analysis of Group Interview Data" (Gordon Wrobel and Frank H. Wood); "Consultation and the Communication Process: Research, Best Practices, and Students with Behavioral Disorders" (Stephen P. Safran and Joan S. Safran); "The Culturally Sensitive Disciplinarian" (Thomas McIntyre); and "Challenges to Generalization in Adults with Severe Disabilities" (Belva Collins and others). (JDD)

ED 354 688 EC 301 871

Latham, Peter S.; Latham, Patricia H.
Attention Deficit Disorder and the Law. A Guide for Advocates.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Child Advocacy; *Civil Rights; *Court Litigation; Court Role; Due Process; Elementary Secondary Education; Equal Protection; *Federal Legislation; Hyperactivity; *Legal Responsibility; Military Service; School Law; State Legislation; *Student Rights

This guide provides a survey of those laws that directly affect the child with attention deficit disorder (ADD), with or without hyperactivity. The guide addresses three general classes of rights: (1) civil rights (for example, the right to equal treatment and opportunity under the law); (2) the right to society's support in educational services and disability payments; and (3) the right to exemption from military service. The guide is divided into 14 parts, of which the first 3 are an introduction, an outline of the judicial system, and an

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; *Curriculum Evaluation; Educational Change; Elementary Education; *Elementary School Science; Elementary School Students; *Evaluation Methods; Instructional Improvement; *Rating Scales; *Science Curriculum; Science Programs; Scientific Concepts

This guide is intended to assist in the evaluation of elementary science curriculum materials for use with high ability learners, in the light of calls for a "new science" which stresses depth of conceptual understanding. It presents a curriculum review process and two evaluation instruments. The process is intended to balance sound practices of traditional curriculum in science, the new instructional emphases, and differentiation issues for high ability learners. Phase I of the process looks for standard elements which should be present in any exemplary curriculum for any population. Phase II then focuses on recent recommendations of major science reform reports. Phase III criteria focus on differentiation for gifted learners, girls, and minorities. A chart compares 17 commonly used curricula based on 7 characteristics (reading based, inquiry based, media delivered, student research, interdisciplinary science tools, and activity based). A "Consumer's Guide Overall Rating Form" allows for comparative judgments of curriculum materials based on standard criteria. The evaluation form for all three phases is provided in both expanded (with explanations of each item) and brief forms. A sample narrative review of the "Great Explorations in Math and Science" program is provided. (Contains 36 references.) (DB)

ED 354 708 EC 301 893

Sher, Beverly
Guide to Science Concepts. Developing Science Curriculum for High Ability Learners K-8.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; Concept Formation; Educational Principles; Elementary Education; *Elementary School Science; Elementary School Students; *Science Education; *Scientific Concepts; Scientific Enterprise; Scientific Literacy; *Scientific Principles; Student Research; Teacher Improvement; *Teaching Methods

Intended to aid teachers of high ability elementary students in understanding the key components and generalizations that are critical to specific science concepts, this document contains eight papers addressing broad concepts common to many branches of science and teaching principles. A paper on the nature of the scientific process precedes six concept papers which address ideas of: (1) scale; (2) models; (3) change; (4) systems; (5) evolution; and (6) reductionism (structure, function, and pattern). Each of the papers defines the concept in question; gives examples of its relevance to a number of areas of inquiry, both scientific and nonscientific; gives a rationale for teaching the concept; and lists suggestions for teaching the concept to high ability learners at different

American teenagers in a youth church service. It was found that the markers of context within a service included changes in discourse, prosody, posture, and body movements. The teenagers, who with the youth pastor responded to and created the context, strove to maintain "proper" prayer behavior even with the intrusion of a cat. (Author)

ED 354 730 FL 020 910

Strauch, Helen M.
The Compelling Influence of Nonlinguistic Aims in Language Status Policy Planning in Puerto Rico.
PUB DATE- 92
NOTE- 26p.; For serial issue from which this paper is analyzed, see FL 020 904.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- English (Second Language); *Federal Legislation; Foreign Countries; *Language Planning; *Official Languages; *Public Policy; Social Status; *Spanish
IDENTIFIERS- *Puerto Rico

On April 5, 1991, Spanish was made the sole official language of Puerto Rico, a move that replaced the 1902 Official Languages Act, which had put English and Spanish on an equal footing on the island, in name if not in practice. This paper analyzes this language status policy decision in terms of both its linguistic and extralinguistic purposes and implications. The new law is placed in the context of the political status of the island. (Author)

ED 354 731 FL 020 922

French as a Second Language. Annotated Bibliography of Learning Resources: Beginning Level. Early Childhood Services - Grade 12.
PUB DATE- 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiotape Recordings; *Audiovisual Aids; Communicative Competence (Languages); Dictionaries; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *French; Games; *Instructional Materials; *Introductory Courses; Periodicals; Publishing Industry; Puzzles; Reading Materials; Reference Materials; Resource Materials; Second Language Instruction; *Second Language Learning; Teaching Guides; Videotape Recordings; Vocabulary Development; Workbooks
IDENTIFIERS- *Alberta

This annotated bibliography of instructional resources for Alberta (Canada) introductory French second language teaching in early childhood, elementary, and secondary education consists of citations in 10 categories: audio/video recordings; communicative activity resources (primarily texts and workbooks); dictionaries and vocabulary handbooks; games and puzzles; kits; magazines and newspapers; posters, maps, and charts; reading collections; teacher reference materials; and workbooks. Within each category, resources are listed in alphabetical order by title. Each annotation provides basic bibliographic data, ordering information, and information about price, age level, components, appropriate fields of experience, curricular emphasis, and suggested use. A list of useful

NOTE- 8p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Cloze Procedure; College Students; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; Language Research; *Language Tests; Linguistic Theory; *Listening Comprehension; Testing; Test Validity
IDENTIFIERS- *China; *Summarization

Some of the issues involved in validating two English second-language listening comprehension tests are examined. The tests were two different levels of a listening summary-cloze measure developed for use in a battery of language proficiency tests in the second and fourth years of university-level study in China. In them, students listen to a talk or short lecture and complete a cloze-procedure summary of the topic, based on notes taken. The listening comprehension subtests were piloted with 203 and 117 students, respectively. Scores were correlated with those of other subtests and with total scores. Results suggest that this listening summary cloze test has a number of advantages: (1) the talk/lecture format allows the examiner considerable latitude in selection and presentation of topic, for both effectiveness and security; (2) the format lends itself to a large number of cloze items; and (3) while marking of items is largely objective, examinees are not restricted to exact words or phrases but can demonstrate their comprehension of the text. Selection of text and deletions and careful test administration are seen as crucial to test effectiveness. Further research on retention of content over time is recommended. (MSE)

ED 354 752 FL 020 950

Allison, Desmond; Ip, Kung Sau
Misreading Viewpoints: Reading Problems among ESL University Students in Hong Kong.
PUB DATE- 91
NOTE- 19p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Case Studies; *Discourse Analysis; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; Language Research; Linguistic Theory; *Reading Comprehension; *Reading Difficulties; Reading Skills; *Undergraduate Students
IDENTIFIERS- *Hong Kong

A study of reading problems among Hong Kong university students of English as a Second Language has two parts. The first examines a teacher's comparison of a source text with a student's written response. The student subject was a highly-motivated, proficient learner. Discussion of her reading problems focuses on the incidence of misinterpretation of information presented in spite of her characteristic integrative reading strategy, and on her misunderstanding of an author's perspective that is not supportive of the views presented. The second part is a quasi-experimental study to document readers' problems in distinguishing an author's disagreement with views cited in academic discourse. Subjects were 77 university freshmen who read a 959-word extract from a

Activities Coordinator. A Competency-Based Curriculum Designed To Prepare Students for Entry-Level Employment.
PUB DATE- 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Allied Health Occupations Education; Competence; Competency Based Education; *Coordinators; *Course Content; Curriculum; *Entry Workers; *Job Skills; Learning Modules; Long Term Care; *Nursing Homes; Occupational Information; Postsecondary Education; Units of Study
IDENTIFIERS- *Competency Based Curriculum; DACUM Process

This curriculum was developed to assist instructors in planning and implementing a comprehensive, competency-based activities program to teach students skills for entry-level jobs as activities coordinators in nursing homes or extended-care facilities for older persons. The guide contains instructional units for each task listed on the job analysis chart developed through the Developing a Curriculum (DACUM) process. Each unit includes some or all of the following: introduction, conditions, task performance, safety requirements, reference materials, evaluation standards, and other materials. Units cover the following 16 tasks: examine effects of life-cycle issues, identify disease processes, address death and dying issues, establish interdepartmental coordination and communication, provide supervision, develop care plans, develop and implement activity programs, perform safety functions, implement individual handling techniques, operate special needs equipment, implement special therapeutic modalities, manage behavior, support nutritional requirements, address resident rights, establish and maintain community relations, and perform recordkeeping functions. (KC)

ED 354 314 CE 063 003

National Crime Information Center Mandatory Minimum Standards Curriculum for Full Access Terminal Operators. Volume One--Administrative Issues, Policy and the Interstate Identification Index.
PUB DATE- 92
NOTE- 575p.; For volume 2, see CE 063 004. Some photocopied materials may be marginally legible.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Computers; Computer Science; *Crime; Criminal Law; Criterion Referenced Tests; Curriculum Guides; Information Centers; Information Dissemination; *Information Networks; *Information Processing; Information Science Education; *Information Systems; Instructional Materials; Job Training; Law Enforcement; Lesson Plans; Online Systems; Postsecondary Education; Standards
IDENTIFIERS- *Computer Related Occupations; *National Crime Information Center

This document is the first volume of a two-volume set of lesson plans which together make up a complete training package for full-service terminal operators. The lesson plans are designed to ensure that a state's National Crime Information Center (NCIC) training program meets Advisory Policy Board standards. (NCIC is a nationwide computerized information system serving local, state, and federal criminal justice agencies.) This recognition of them. Other sections in the booklet describe registration requirements and criteria, application and evaluation procedures, and the conditions surrounding registration. The appendices provide forms that certify the provider's financial management and that trustees of the provider are responsible for student fees. An application for membership, a glossary, and a list of fees and charges are also included. (CML)

ED 354 330 CE 063 034

Designing a Moderation System. Developing a Qualifications Framework for New Zealand.
PUB DATE- 92
NOTE- 48p.; For related documents, see CE 063 028-031 and CE 063 035-037.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Certification; Education Work Relationship; Employment Qualifications; *Evaluation Methods; Foreign Countries; *Government School Relationship; Labor Force Development; Licensing Examinations (Professions); Outcomes of Education; Postsecondary Education; Self Evaluation (Groups); *Standards; State Licensing Boards; *Student Evaluation
IDENTIFIERS- Moderation System (National Qualif Framework); *National Qualifications Framework (New Zealand); *New Zealand

A "moderation system" is a system intended to help ensure uniform interpretation and application of standards within New Zealand's National Qualifications Framework, which consists of all nationally registered academic and vocational qualifications and the nationally registered unit standards from which they are derived. The process of designing such a system has three stages. In the first stage, designers are given information depending upon which option is chosen: a centrally established national system, a national system of local networks, or internal, local moderation systems. During stage 2, a management structure is established; functions of moderation activities are determined; components such as timing, extent, materials, and personnel are added depending on the characteristics of unit standards, participating providers, and workplaces. A moderation method is then selected from among such techniques as the following: exemplars and benchmark materials, expert assessors, external written examinations, statistical moderation, common assessment tasks and reference tests, item banks, distance moderators, external assessors, external moderators with site visits, external moderators with panel meetings, consensus panels, and consensus panel networks. In the third stage, the system is reviewed to ensure that proposed arrangements are efficient, resource effective, and accessible. (The appendices offer seven case scenarios of national moderation systems and a glossary.) (CML)

ED 354 331 CE 063 035

Moderation of Assessment: An Introduction for National Standards Bodies. Developing a Qualifications Framework for New Zealand.
PUB DATE- 92
NOTE- 27p.; For related documents, see CE 063 028-031 and CE 063 034-037.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Certification; Education Work

adult development and a final integrative chapter. The following papers are included: "Introduction" (Jack Demick, Patrice Miller); "Influences of World View on Personality, Epistemology, and Choice of Profession" (Melvin Miller, Alan West); "Developmental Conceptions of Good Work: A Longitudinal Study" (Cheryl Armon); "Significance of Job Complexity in Workers' Moral Development" (Dorothy Rulon); "Developmental Levels of Entering Medical and Pharmacy Students: Considerations for Admissions Selection Policies and Curriculum Change" (Doreen Cleave-Hogg, Linda Muzzin); "Sri Lankan Managers' Leadership Conceptualizations as a Function of Ego Development" (Rita Weathersby); "Issues of Maturation in the Seasoned Psychotherapist" (Carl Goldberg); "Life Themes Manifest through Artistic Creativity" (Lorraine Mangione); "Effects of Work and Leisure-Role Salience on Career Development" (Peter Bachiochi); "Contextual Variables That Enhance/Inhibit Career Development Opportunities for Older Adults: The Case of Supervisor-Subordinate Age Disparity" (Janet Barnes-Farrell); "Use of Complex Thought and Resolving Intragroup Conflicts: A Means to Conscious Adult Development in the Workplace" (Jan Sinnott); "Learning Organizations: Settings for Developing Adults" (Linda Morris); "Atmosphere and Stage Development in the Workplace" (Michael Commons, Sharon Krause, Gregory Fayer, and Maryellen Meaney); and "Some Open Research Problems on Development in the Workplace: Theory and Methodology" (Jack Demick, Patrice Miller). Articles are indexed by author and by subject. (KC)

ED 354 348   CE 063 061

Frantz, Nevin R., Jr.
"World Class" or "Social Class." What Kind of Workforce Preparation Will We Have?
PUB DATE- 8 Dec 92
NOTE- 10p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Educational Improvement; Educational Planning; High Schools; High School Students; State Legislation; State School District Relationship; *State Standards; Statewide Planning; *Student Certification; *Student Evaluation; *Student Placement; *Track System (Education); Vocational Education
IDENTIFIERS- *Virginia

The Virginia Department of Education is developing a plan that would require all students to complete a common core of learning with outcomes based on seven dimensions of living. Students successfully completing a statewide assessment of critical knowledge and skills by the end of 10th grade would continue their education by choosing one of three tracks: college preparatory, technical preparatory, or apprenticeship. The plan's focus on sorting high school students into programs to prepare for college or work is short sighted, elitist, and deleterious. Implementation of the proposed plan could further intensify the sorting mechanisms now praticed in Virginia's public schools and stigmatize and injure educationally disadvantaged students. The proposed plan is also based on the erroneous assumption that 16-year-old students have the maturity to select a specific course of action that will determine their future career. Although the plan advocates that learners' lives, how new learners gain reading skills, why new learners decide to continue or leave the program, second-generation effects, and assessment instruments. Themes that emerged included the following: (1) early family and schooling experiences influenced the role of literacy learner; (2) these learners exhibited atypical characteristics such as independence and rejection of the negative values and behaviors of the urban "underclass"; (3) tutor turnover was a major factor in stopping out and dropping out; and (4) learners with multiple roles demonstrated a wider range of application of their improved literacy skills. Conclusions and recommendations were as follows: (1) NLC has an impressive retention rate--75% of long-term and 71% of new learners; (2) NLC's organizational climate is characterized by openness, warmth, caring, dedication, and industry, and it has accomplished much under severe financial constraints; (3) volunteer tutor support and training are essential; (4) counseling and referral services should be provided; (5) women learners, often burdened by family responsibilities, should be paired with women tutors; and (6) NLC should allow more frequent attendance for learners who wish to progress more rapidly. (Appendixes include the following: information on data collection and analysis, guide to using learner genograms, and tutor, learner, and program leaver questionnaires and interview guides.) (Contains 24 references.) (YLB)

ED 354 367   CE 063 092

Davis, Dennis R.
Homelessness and Work Experience: Two Years in Saint Paul. Final Report.
PUB DATE- Nov 92
NOTE- 76p.; Presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Client Characteristics (Human Services); Economically Disadvantaged; Followup Studies; *Homeless People; Incentives; Job Placement; *Job Training; Participant Characteristics; Program Effectiveness; Success; *Work Experience Programs
IDENTIFIERS- *Minnesota (Saint Paul)

A study explored the role of work experience in addressing problems of homeless people in Saint Paul (Minnesota) during the 1989-91 grant cycles of the McKinney Job Training for the Homeless Demonstration Program. The program included a number of elements: outreach, intake, assessment and enrollment, orientation, work experience, basic skills/General Educational Development program/adult basic education, job skills class, job search, job placement, and follow-up. Of the 249 participants, most were likely to be middle-aged, white or black males involved in the shelter system or transitional housing; 71 percent were homeless for 12 months or less; and 56.9 percent had a full-time job within the last 12 months. A direct association existed between months homeless at intake and months since a full-time job. Over 70% had high school diplomas or equivalencies, and literacy levels were within national norms. Although most identified health, self, and family as priorities, current life-styles did not reflect these concerns. Self-Assessment Scales showed that many were isolated, individualistic survivors with a pessimistic world view. Mental health issues concerned 22.1 percent, chemical

Kerka, Sandra
Minority Participation in Continuing Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; *Continuing Education; Cultural Differences; *Educational Environment; Educational Improvement; *Enrollment Influences; Enrollment Rate; Enrollment Trends; Higher Education; Labor Force Development; Lifelong Learning; *Minority Groups; Participation; Part Time Students; *School Holding Power; Social Change; *Student Financial Aid

The convergence of three trends makes service to minority students an imperative for continuing education: (1) increasing proportions of diverse groups in the U.S. population and work force; (2) continuing education and retraining as keys to survival in a workplace of change; and (3) declining college enrollments of diverse populations and increasing income disparities related to level of educational attainment. Issues involved in participation and retention of minorities begin with campus climate. Ways to improve campus climate include: genuine pluralism that recognizes diversity of perceptions and values; increasing numbers of minority faculty and adult students who can serve as mentors and role models; and strong, visible actions in hiring practices, reward systems, and policy implementation. Financial aid is another key concern. Low-income groups appear to have less access to financial aid, and little is available for part-time study, despite high numbers of minority part-time students. Finally, adult and continuing education's role as a force for social change requires a reconceptualizing of lifelong learning. Instead of the existing hierarchy, a more equitable system would be a continuous configuration of educational offerings in which success at one level would mean direct access to the next. (Annotations of 18 print resources are provided; 3 resource organizations are listed.) (YLB)

ED 354 385   CE 063 121

Imel, Susan
Portfolio Assessment in Adult, Career, and Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Career Education; Educational Change; Evaluation Methods; *Portfolios (Background Materials); Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); *Student Evaluation; Vocational Education
IDENTIFIERS- *Alternative Assessment

An outgrowth of the educational reform movement is interest in approaches for assessing how well the SCANS competencies are being taught and learned. A list of SCANS members is included in the report. (KC)

ED 354 401 CE 063 144

Development of Literacy Follow-Up Materials for Women and Other Disadvantaged Population. Final Report of the Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (9th, Islamabad, Pakistan, November 2-13, 1991).
PUB DATE- 92
NOTE- 126p.; For related documents, see ED 332 001 and CE 063 145-146.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Audiovisual Aids; Community Development; Curriculum Development; *Disadvantaged; Economic Development; *Females; Foreign Countries; Functional Literacy; Illiteracy; Instructional Materials; *Literacy Education; *Material Development; Migrants; Minority Groups; Slum Environment
IDENTIFIERS- *Asia Pacific Region; Postliteracy Programs

This report contains materials from a workshop to provide training in audiovisual materials development for women and other disadvantaged populations, such as slum dwellers, minorities, and migrants. The proceedings section contains an introduction, objective, and summaries of opening, workshop, and other presentations. Chapter 1 provides details of the group work, in which participants were divided into three groups and each group developed materials through this procedure: field survey, preparation of materials, field testing, and revision and improvement. Reports of the three groups include a village profile, description of material development, and the materials developed, for example, text of booklets or audiovisual materials or reproductions of posters, slides, and booklets. Chapter 2 contains these presentations or summaries of papers: "How to Develop Literacy Follow-up Materials for Women and Disadvantaged Population--Pakistan Experience" (Mohammad); "Essential and Important Points on Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population, Field Survey, Preparation, Field Testing and Evaluation of Materials" (Farooq); "Importance of Application of Simple and Practical Science Knowledge into Literacy Follow-up Material" (Chaudhry); "How to Develop Effective Follow-up Material" (Ranjit); "Literacy and Post-Literacy Curriculum Development" (Sakya); "ACCU's (Asian Cultural Centre for Unesco) Regional Cooperative Literacy Programmes in Asia and the Pacific--Literacy Materials Development and Personnel Training"; and country reports for Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam. Chapter 3 consists of an outline for preparation of national follow-up activity and plans submitted by Bangladesh, China, India, Laos, Nepal, Pakistan, Thailand, and Vietnam. Appendixes include the workshop program, participant list, and three opening addresses (by Imam, Sakya, and Miyamoto). (YLB)

ED 354 402 CE 063 145

National Workshop on the Preparation of Literacy Follow-Up Materials in Malaysia (Penang, Malaysia, December 9-19, 1990).

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Drug Education; *Older Adults; *Prevention; Program Effectiveness; *Retirement; *Volunteers; Volunteer Training
IDENTIFIERS- *Retired Senior Volunteer Program

This report describes the important contribution that Retired Senior Volunteer Program (RSVP) Volunteers are making to help reduce alcohol and drug abuse. ACTION undertook a study of the Retired Senior Volunteer Program's activities in alcohol and drug abuse prevention and education. The study had two major goals: to provide descriptive information based on RSVP Projects, Stations, and Volunteers and on the effects of RSVP activities; and to describe successful activities and program elements that ACTION can use to construct models for others to follow and adapt. The study used mail and telephone surveys to collect data on activities in RSVP Projects and Volunteer Stations. Based on the findings, researchers then chose three sites for more intensive on-site data collection. Project Directors of 752 (99%) of the 761 RSVP Projects completed the survey. Site visits were conducted with three exemplary Volunteer Stations to collect in-depth information. The survey results indicated that: (1) RSVP Volunteers' services include direct and indirect services, prevention, education, and treatment in the area of alcohol and drug abuse; (2) recruitment to alcohol and drug abuse areas is more demanding, and training requires more attention, than other RSVP activity areas; (3) Station Supervisors find RSVP Volunteers capable, dependable, and willing to serve; and (4) opportunities exist for increased participation in alcohol and drug abuse prevention activities. Information on what the model sites can teach and program recommendations are included. The appendices, separately bound, contain: the scope of the study; the volunteer supervisor, the project director, and the station director survey instruments; the research methodology; and extensive data tables. (ABL)

ED 354 420   CG 024 759

Camargo, Robert J.; Loftus, John Allan
Child Sexual Abuse among Troubled Clergy: A Descriptive Summary.
PUB DATE- 17 Aug 92
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clergy; Foreign Countries; Homosexuality; Institutionalized Persons; Mental Disorders; *Priests; *Sexual Abuse; Sexuality
IDENTIFIERS- Canada; *Pedophilia

The purpose of this study was to explore the sexual conduct of troubled clergy toward age-inappropriate individuals. Study participants were males who had sought residential treatment at Southdown, a Canadian institution which assists clergy and other religious professionals in dealing with spiritual, emotional, and psychological issues in their own lives in ministry. The vast majority of those served came from the Roman Catholic tradition. Sexual behavior with "Age-inappropriate" individuals was operationally defined as sexual behavior with those 19 years of age or under. Every file of 1,322 resident males was searched for sexual activity with age-inappropriate were to provide positive role models, emotional support, enhance self-esteem, foster awareness and appreciation of cultural heritage, enhancing community pride, recreational activities, and support and encouragement to deal with negative peer pressure. PIP chose to address these areas of concern: teenage pregnancy; Acquired Immune Deficiency Syndrome; sexually transmitted diseases; suicide; gangs; and failure to acquire a high school diploma. According to a 1992 questionnaire all boys except one in the PIP program demonstrated improvement in attitude and performance. (ABL)

ED 354 438 CG 024 780

Reed, Donald B.
Gay Youth in American Public High Schools: Invisible Diversity.
PUB DATE- 92
NOTE- 35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; High Schools; *High School Students; *Homosexuality; Parent Child Relationship; *Public Schools; School Organization; *Social Environment; Student Attitudes

Gay youth enter high school with the knowledge that they are different and with the belief that heterosexuality is normal and that homosexuality is not normal. Also, gay youth enter high school with the belief that honesty and integrity are important personal values. Additionally, the gay youth enter high school without family knowledge of their sexual orientation and with the fear of family hostility and/or rejection if their sexual orientation should become known to family members. Hence, gay youth largely enter and attend high school alone without support of their differences by adults in their families and with considerable fear and anxiety of denigration and rejection by family members. The organizational context of public high schools provides a highly sexualized environment for youth. The organizational context supports and rewards heterosexualized activities and affirms positive heterosexual beliefs of students. Simultaneously the organizational context denigrates and punishes homosexual activities and affirms negative homosexual beliefs of students. Within the social context of high school, gay youth experience high school as problematic in ways non-gay youth do not. Gay youth manage their public participation in high school by passing and manage their personal conflict by assuming deep guilt. Important among these is the continuous burden of personal shame and its self-destructive consequences. (Contains 29 references.) (ABL)

ED 354 439 CG 024 781

Moten-Tolson, Paula
Development and Implementation of an AIDS Prevention Program for African-American Women at a Child Care Center.
PUB DATE- 92
NOTE- 72p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Blacks;

Training; *Family Financial Resources; Family Income; *Financial Problems; *Marriage Counseling; Values
IDENTIFIERS- *Spending Patterns

Many couples who come in for family counseling report that financial difficulty is a factor contributing to their current struggles. Yet few therapists spend much time, or even feel qualified to help couples in this critical area. The purpose of this study was to interview subjects who were married or who are married to discern their financial management skills, and the impact it had on their marriages. Married people (N=11) were interviewed; they ranged in age from 25 to 56, and had been married for 4 months to 27 years. Twelve open-ended questions were asked. The questions centered on couples' financial values, money management techniques, spending categories, percentages of total available income spent in each category, and couples' hindsight concerning their own spending habits. Subjects indicated stressors ranging from less time together, increased fatigue and anxiety, bickering and fighting over money spent, discussions of divorce and an expressed desire for less debt. All of the couples interviewed cited the availability of credit as a curse rather than a blessing. Of those respondents who had experienced a divorce, 60% said that finances was either a major cause or a major factor. Therapists must remember to inquire about a family's financial system; therapists cannot afford to accept surface answers if they truly want to help the family create a healthier system. (ABL)

ED 354 458 CG 024 800

Nichols, Kathie; Pekarik, Gene
Client vs. Therapist Perceptions of Psychotherapy Dropout and Outcome.
PUB DATE- 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Client Characteristics (Human Services); *Counseling; *Counselor Attitudes; *Counselor Client Relationship; Outcomes of Treatment; *Psychotherapy; *Termination of Treatment

Therapy dropout is a statistically significant problem. The causes and effects of the high dropout rate still are not known. In this study the therapists' and clients' opinions of the desirability of staying in treatment were compared. At treatment termination clients (N=176) and their therapists (N=22) independently identified clients' termination status. Measures used included the Brief Symptom Inventory; the Child Behavior Checklist; the Therapist Problem Rating; the Client Problem Rating; and Client Satisfaction Rating. Client termination reasons fell into these categories: problem improved; dislike of therapist/therapy; and environmental restraints or considerations. Outcome and satisfaction data were also gathered. There was substantial disagreement between the two (client and therapist) sets of termination classifications. While traditional outcome measures were little related to termination status, satisfaction was highly related to both client and therapist classifications and their interaction. Satisfaction was best explained as a joint function of both client and therapist classification. Results help to explain inconsistencies between client and therapist

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Content Area Reading; Content Area Writing; Elementary Education; Elementary School Teachers; Literature Appreciation; Oral Reading; Reading Comprehension; *Reading Improvement; *Reading Instruction; *Reading Strategies; Recreational Reading; Vocabulary Development; Word Recognition
IDENTIFIERS- Reading Teacher (Journal)

Intended for preservice and inservice teachers, this book presents a collection of the best strategies and activities selected from "In the Classroom," a regular column of teaching ideas in the journal "The Reading Teacher" (October 1983 to May 1991 issues). Strategies in the book were selected for their proven effectiveness and sound basis in current thinking about how literacy is best taught in the elementary grades. Even though the strategies and activities were peer-reviewed by an editorial board for inclusion in the journal, the articles included in this collection were subjected to another review by a second editorial board of 11 classroom teachers and reading/language arts coordinators from across the United States. The book's nine chapters are as follows: (1) Recognizing Words; (2) Reading Orally, Reading Fluently; (3) Developing Vocabulary; (4) Comprehending Text; (5) Reading and Writing in the Content Areas; (6) Understanding Text Structures; (7) Composing Text; (8) Learning about Literature; and (9) Reading for Pleasure. Each chapter contains an introductory orientation to the chapter's focus, a list of suggested further readings, and the teaching strategies. (SR)

ED 354 477 CS 011 177

McCormick, Sandra
Single-Subject Experimental Research: Rationale, Tenets, and Basic Designs.
PUB DATE- Dec 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Studies; Data Analysis; *Educational Research; Elementary Secondary Education; Higher Education; Literacy; Reading Research; *Research Design; *Research Methodology; *Validity
IDENTIFIERS- *Single Subject Research Design

Only a limited number of single-subject studies exist in the literacy field, despite the upsurge of such studies in a wide variety of disciplines. The phrase "single-subject" refers not so much to the number of subjects, but to the way the data are analyzed: each subject's responses are examined individually; they are not averaged with other members of an experimental or control group. Other important characteristics of single-subject experimental research are: (1) independent variables are directly manipulated; (2) interventions are planned and monitored; (3) baseline data is collected; (4) once intervention begins, only one independent variable at a time is manipulated; (5) variables are repeatedly and frequently measured; (6) standardized measurement conditions are used; (7)

theory of intelligence in predicting reading achievement scores of normally achieving children and distinguishing children with reading disabilities from normally achieving children. The first study dealt with predicting reading vocabulary and comprehension scores. Subjects, 74 children in grades 4 and 5 from 4 schools in Kingston, Ontario, Canada, were given a subset of PASS tests. Results indicated that: simultaneous and successive processing were the main predictors of reading; simultaneous was more related to comprehension than to vocabulary; and planning and attention were less related to reading skills in normally achieving children. In the second study, four groups of children in Peterborough, Ontario, Canada, were given the same set of PASS tests with the addition of speech rate. The groups were 15 grade 4/5 average-IQ learning disabled (LD); 15 high-IQ LD grade 4/5 children; chronological age (CA) group comprised of 15 normally achieving children from the same grade 4/5 classrooms as the LD subjects; and 15 reading age grade 2 students reading at the same level as the LD students. Results indicated that: the average-IQ LD children were remarkably similar to normally achieving children who were approximately 3 years younger; the high-IQ LD performed generally better than the average-IQ LD, and about as well as their CA matches; and successive processing was the area that best discriminated the learning disabled from normally achieving children. Findings support PASS as a framework to guide screening, assessment, and remediation of difficulties in reading. (Three tables and one figure of data are included.) (RS)

ED 354 498   CS 011 207

Walraven, Miriam; Reitsma, Pieter
Activating Prior Knowledge as a Process-Oriented Strategy.
PUB DATE- Dec 92
NOTE- 5p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Foreign Countries; Instructional Effectiveness; Intermediate Grades; Metacognition; *Prior Learning; *Reading Comprehension; *Reading Improvement; Reading Processes; Reading Research; *Reading Strategies
IDENTIFIERS- Netherlands

A study determined the effectiveness of strategy instruction for children with reading problems. Subjects, 24 Dutch children in grades 4 to 6 from 2 schools for special education associated with a clinic for intensive child care, were divided into a control group and an experimental group. The experimental program consisted of 13-14 lessons, each taking about 30 to 40 minutes. Instruction in metacognitive and comprehension monitoring strategies was given to groups of three children outside the classroom during regular reading lessons. Children in the control group attended their normal program. Pretests and posttests were administered, as well as retention tests four weeks after the posttest. Results indicated that: (1) the children in the experimental group showed an increase in awareness of strategies for reading comprehension, an improvement that could still be observed four weeks after the training; (2) children who received the experimental instruction showed an increase in comprehension scores, scores that also remained higher four weeks after the instruction of the fifth week of the semester, the students had written three papers, participated in a peer exchange in class, put multiple entries in their reading journals, taken one peer's paper home to evaluate closely, chosen one essay to revise, written a cover letter to evaluate their process, and compiled a process portfolio. The teacher had graded one set of discovery drafts and one set of portfolios. The quality of the papers and the amount of reflection on their writing and reading processes evidenced in the students' cover letters and reading journals justified the slight increase in grading time. Some students did a second portfolio on authority instead of a research paper. (A peer worksheet is attached.) (RS)

ED 354 518 CS 213 676

Langer, Judith A.; And Others
Teaching Disciplinary Thinking in Academic Coursework. Report Series 2.19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Discourse Analysis; High Schools; *Intellectual Disciplines; Questioning Techniques; Secondary School Teachers; *Teacher Behavior; *Teacher Response; *Teaching Styles; *Thinking Skills
IDENTIFIERS- *Academic Discourse Communities

A study examined the language and interactions that occurred in classes where teachers felt they were providing an environment that fostered reasoning about their coursework. The discourse within the diverse classrooms of eight high school teachers (two each in American literature, American history, biology, and physics) was examined. In each discipline, the teachers' instructional styles differed, with one placing more emphasis on the content and the other on the students' ways of thinking about that content. Results indicated that: (1) reasoning was taught and learned in academic classes; (2) such reasoning was subject-specific and embedded in the pragmatic routines of subject-driven lessons; (3) the specifications of such reasoning were implicit and therefore unavailable for overt use in lesson planning or as strategic knowledge to be taught; (4) this kind of discipline-specific reasoning may or may not be sufficient for successful participation in disciplinary learning; and (5) certain types of pedagogical approaches or styles may inhibit or support such discipline-appropriate thinking. Findings suggest the need for additional studies involving more teachers before explicit suggestions for the recasting of instruction along discipline-specific lines can be made. The categories identified may provide a useful place to start an investigation leading toward productive instructional reform. (Two tables of data are included; 39 references are attached.) (RS)

ED 354 519 CS 213 678

Brown, Dorothy H.
Teaching Literature in the Intensive Weekend Format.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English

Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Classroom Environment; *Cooperative Learning; Higher Education; *Peer Evaluation; *Teacher Role; Teacher Student Relationship; *Workshops; Writing Evaluation; *Writing Instruction
IDENTIFIERS- English Teachers

In carrying out a successful writing workshop, careful attention must be given to the proper role and function of the teacher. Research indicates the power of extended peer response to writing and the benefits of writers talking with their peers about their writing. To construct more specific guidelines for the function of teachers in writing workshops, a study was undertaken at a university whose writing program strongly encourages the use of writing workshops. The workshop activities of three teachers were observed over the course of an entire semester. Results show that planning for workshops must give priority to the essential acts of collaboration: student sharing; mirroring; discussing strengths, weaknesses and form; and making suggestions. A priority for these teachers is helping students acquire a useful metalanguage for talking about their writing. Another priority for these successful workshop instructors is the creation of an interpersonal climate in the classroom. Instructors using workshops must clearly facilitate the specific agenda for each session. Teacher support and valuing of student ideas are key elements. Numerous episodes and transcriptions of classroom dialogues and teacher interviews demonstrate the efficacy of these principles. In short, teachers who plan on using writing workshops should receive extensive training in: (1) how to establish a trusting environment that initiates and sustains writing; (2) how to share with students power and authority over their texts and responsibility for their own learning; (3) how to facilitate critical peer feedback; and (4) how to support definite plans for change once appropriate peer commentary is offered. (HB)

ED 354 537 CS 213 706

Rosaen, Cheryl L.; Lindquist, Barbara
Understanding One Writer's Growth: Case Study Materials. Elementary Subjects Center Series No. 66.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Elementary School Students; Grade 5; Higher Education; Intermediate Grades; Research Methodology; Teacher Education; *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- Teacher Researcher Relationship; Writing Contexts; *Writing Development

Developed from a year-long collaboration between researchers and a fifth-grade teacher, this paper presents case study materials designed for use with prospective and experienced teachers

ED 354 555 CS 508 060

Sheffield, William T.
A Descriptive Analysis of Policy Issues in Non-Policy Debate.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Communication Research; *Debate; *Debate Format; Higher Education; Judges; Speech Communication; Surveys
IDENTIFIERS- *Cross Examination Debate Association; Debate Tournaments; *Nonpolicy Debate

A descriptive study analyzed the contention that an artificial dichotomy exists between policy and non-policy debate. A 20-item survey instrument was constructed to address several relevant issues: the role of solvency in CEDA (Cross Examination Debate Association) debate; the nature of CEDA resolutions; and judging in CEDA. A total of 93 surveys (for a response rate of 32%) were returned by forensics directors at member institutions. Results indicated that: (1) while solvency is not viewed as being a stock issue in CEDA debate, a majority of respondents perceived solvency as being an acceptable issue, with many factors dictating its emphasis and effect on the debate round in particular; (2) CEDA does not focus purely upon one specific proposition orientation; and (3) a majority of respondents applied basic debate and argumentation "textbook" principles to the debate rounds they judged. Findings suggest that it would be erroneous to label CEDA as "purely" value debate. (Four tables of data are included; 18 references are attached.) (RS)

ED 354 556 CS 508 061

Hall, Danford A.
Implementing the Speech Showcase To Encourage and Display Diversity in a Speech Communication Department.
PUB DATE- Oct 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Experiential Learning; *Extracurricular Activities; Higher Education; Introductory Courses; *Public Speaking; Speech Instruction; Undergraduate Students
IDENTIFIERS- Del Mar College TX

A "Speech Showcase," such as the one instituted over the past 5 years at Del Mar College (Texas), gives students enrolled in basic public speaking courses the opportunity to perform before a large audience and thereby gain experience and recognition. The faculty facilitator sets up the event logistically and advertises the event. Student speakers are selected by instructors, sometimes representing the "most improved" speakers, but more often representing the "best speaker" from their classes. Students also volunteer to usher, run video equipment, and to act as masters of ceremonies. Student teaching excellence; both the actor and the professor must make their audiences believe that their enthusiasm is genuine and that experience on stage represents a reaction that is occurring for the first time; (2) like an actor who relies on clarity of gestures and diction to project a character's persona, a teacher needs to be able to explain concepts clearly; (3) also like an actor who spends weeks researching and rehearsing a part, a professor must have mastery of the subject matter and a well rehearsed plan for a course or a lesson; and finally, (4) like a seasoned actor whose performance in a variety of roles gives insight into the presentation of new characters, a teacher's experience enables the teacher to develop resources of explanations, illustrations, and anecdotal data. Neither good teaching nor good acting requires an individual to be totally different from the teacher's own personality. However, a good teacher, like a good actor clearly recognizes that "all the world's a stage." (SAM)

ED 354 576   CS 508 109

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992). More Miscellaneous Studies.
PUB DATE- Aug 92
NOTE- 1,038p.; For other sections of these proceedings, see ED 349 608-623.
LANGUAGE- English
EDRS Price- MF07/PC42 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Black Culture; *Cultural Context; Disabilities; Foreign Countries; Freedom of Speech; *Journalism; *Mass Media Role; Mass Media Use; Media Research; *Newspapers; Periodicals; *Television
IDENTIFIERS- First Amendment; Journalists; *Media Coverage; Media Ownership; Supreme Court

The More Miscellaneous Studies section of the proceedings contains the following 34 papers: "The Louisville Courier-Journal's News Content after Purchase by Gannett" (Hansen and Coulson); "Reflection of Cultural Values in Advertising: A Comparative Analysis of Taiwan and U.S. Advertising" (Zandpour and Qian); "Sex, Violence and Consonance/Diversity: An Analysis of Local TV News Values" (Davie); "Science and Technology: When Do They Become Front Page News?" (Ramsey); "Persons with Disabilities and Mass Media" (Tait); "Effectiveness of Trade Magazine Advertising" (Shu-Fen Li and others); "'What Did You Do during the War, Mother?' Propagandistic Communications in Crisis Situations" (Shachar); "Winners and Losers: Making It in the Magazine Marketplace 1986-90" (David E. Sumner); "The Lanham Act and Copyright" (Harris and Tomlinson); "Significant Silences: Selected Newspaper Coverage of Problems Facing Black Americans" (Martindale); "Trial by Newspaper: The Strange Case of Dr. Karl Muck" (Kagan); "Trends in Daily Newspaper Costs and Revenues 1978-1990" (Stanley and Tharp); "Sexual Harassment of Washington Women Journalists" (McAdams and Beasley); "Through the Eyes of Gender and Hollywood: Conflicting Visions of Isak Dinesen's Africa" (Cooper and Descutner); "Network Commercials Promote Legal Drugs: Outnumber Anti-Drug PSA's 45-to-1" (Fedler and others); "The Effects of the Mood Generated by Television Program in Advertising and Product Evaluation" (Batista and Biocca); "Fifty Years of Disability Coverage in 'The New York Times'" (Clogston); "A Stubborn Faith: The Media and the Amish" (Mason and Nanney); "Market Subordination and Secret

24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Assistant Principals; Elementary Education; High Risk Students; Middle Schools; *Principals; *Role Perception
IDENTIFIERS- *Accelerated Schools; California (San Francisco Bay Area)

The roles and attitudes of public school administrators change as their schools become involved in the Accelerated School project. Traditional definitions of a principal's role--setting goals, leadership, decision making, improvement of teaching and learning, instructional management, staff supervisor, and home-school-community relations--are changed by the Accelerated Schools model. Accelerated Schools traditionally are schools with high concentrations of "at-risk" students that set high expectations for all students and believe all students have a right to enter the educational mainstream. The governance structure of an Accelerated School is three-tiered. Cadres, which include staff, students, parents, and community members, report on problems to a Steering Committee. The School-As-A-Whole (SAW), which includes all parties, makes final decisions. Seven school administrators in the San Francisco Bay Area were interviewed about how they viewed their roles before and after adoption of the Accelerated Schools program. Also, the administrators were asked how the transition could have been made easier. In conclusion, organizational change taking place under school reform results in administrative change, and these changes are a continuous process. The appendixes provide three figures, the interview questions, and a summary sheet. (Contains 84 references.) (JPT)

ED 354 595 EA 024 624

Purnell, Susanna; Hill, Paul
Time for Reform.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; *Efficiency; Elementary Secondary Education; *Faculty Workload; *Scheduling; *School Restructuring; *Time Management
IDENTIFIERS- Rand Corporation

Integral to school restructuring is the need to create time for school staff to participate in developing a vision, setting goals, formulating plans, training, and exchanging experiences. The use of time is both the object of and the chief impediment to change. The study surveyed educational literature, and business management journals, supplementing these with interviews and data from other Rand studies. "A Timely Problem," the first of four sections, documents the substantial demands for time associated with restructuring. "The Role of Time in Achieving Change" examines how change requires: (1) removing some existing demands on time; (2) adequate investments of time and resources during implementation; and all learning involves use of the built environment; (2) the built environment is a teaching element; and (3) new structures should not be built if existing ones cannot be maintained properly. This project identified several school-design goals: unity and diversity, adaptability, exterior spaces, discipline-specific learning space, unique structures, informal learning space, individual study and meditation space, and school and learning discipline heritage. (JPT)

ED 354 614 EA 024 677

Martinez, Carlos
Policy and Technical Issues on the Identification of Schools for Improvement of Chapter 1 Programs.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Achievement Rating; *Compensatory Education; *Educational Assessment; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Evaluation Criteria; Instructional Effectiveness; Public Schools; School Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

Identification of schools for improvement of Chapter 1 Programs raises the challenge of selecting the best technical procedures meeting the law and usefully guiding improvement efforts. Failure to demonstrate gains in student achievement has been operationalized on two levels: aggregate performance and desired outcomes. Aggregate performance evaluations have typically relied on norm-referenced testing methods. Though dependency on norm-referenced test data is inadvisable, few school districts have used the desired-outcomes approach, which relies on criterion-referenced tests, state assessment, and end of unit tests, among others. These districts fear that such an approach exposes them to an additional layer of entrapment. A method of triangulation or composite analysis could make a single determination of the need for improvement based on multiple data sources, so that the desired-outcomes method is seen as a contributor rather than as entrapment. Identifying a need for program improvement will guide reform efforts. Methods are needed to ensure teacher confidence in the measures used to gauge progress so that the hope for institutional change will not be limited. (TEJ)

ED 354 615 EA 024 678

Chen, Michael; Goldring, Ellen
The Impact of Classroom Diversity on Teachers' Perspectives of Their Schools as Workplaces.
PUB DATE- Oct 92
NOTE- 31p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

Gmelch, Walter H.
Strategies for Dealing with Stress: Taking Care of Yourself.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coping; *Department Heads; Higher Education; *Stress Management; *Stress Variables; *Time Management; *Type A Behavior

University department chairs need to manage stress to their advantage. Myths pertaining to stress include: (1) stress is harmful; (2) stress should be avoided; (3) stress correlates with level of responsibility; (4) stress is predominantly a male phenomenon; and (5) there is one appropriate coping method. The Chair Stress Cycle provides a broad perspective on stress and introduces a framework for action. Identifying Stress Traps, Stage I, is the key to managing stress. It discloses five sources of stress: administrative tasks; the tension in serving in an additional faculty role; role ambiguity; hierarchical authority; and perceived high expectations. Stage II, The Perception of Stress, reveals that managing perceptions provides the greatest opportunity for effective stress management. Chairs should plan personal time each day, compartmentalize chair and non-chair activities, perform one task at a time, strive to enrich themselves, have a private retreat, and live by the calendar and not the clock. Stage III, Coping, entails specific stress management strategies. From Illness to Wellness--Consequences, Stage IV, suggests that the effective implementation of the three stages will provide the chair with optimal stress levels, allowing for personal health while managing unavoidable levels of stress in such a way as to optimize job performance. (Contains 15 references.) (TEJ)

ED 354 633 EA 024 717

Adams, Anthony T.
Public High Schools: The Uses of Rehabilitative and Punitive Forms of Discipline: A Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Problems; *Discipline Policy; Expulsion; High Schools; High School Students; *In School Suspension; Probationary Period; Public Schools; *Punishment; Sanctions; *School Security; *Suspension; Violence
IDENTIFIERS- *Michigan

Discipline in the nation's schools has become a pressing problem. The widespread use of punitive disciplinary methods, including probation, suspension, and expulsion, can estrange students from schools, negatively "label" affected students, and burden communities with unsupervised youths. Rehabilitative forms of discipline for students include inschool suspension, special day-long classes, and behavior contracts. Knowledge of conditions fostering these forms of punishment can help change the social structure of high schools and enhance instruction. Three hundred sixty-five Michigan principals returned questionnaires evaluating discipline procedures and school

Fenichel, Emily, Ed.
Families, Infants and the Justice System.
PUB DATE- Jan 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Child Custody; *Child Welfare; Correctional Institutions; *Court Litigation; Decision Making; *Disabilities; Family Caregivers; Family Problems; *Infants; *Legal Problems; Legal Responsibility; Placement; Social Services; *Toddlers
IDENTIFIERS- Expert Witness; Project Head Start; Supplemental Security Income Program

This periodical issue focuses on infants and toddlers and the justice system. The main article is entitled: "Families, Infants and the Justice System," written by Robert Horowitz. It looks at the role of the justice system in family dissolution and creation, the use of courts to resolve disputes, the role of the justice system in family dysfunction, benefit programs and challenging their decisions, personal injury suits (torts), and the relationship of the infant/family professional to the justice system. A second article is "Bearing Witness for Babies: The Role of the Expert Witness" (Kyle D. Pruett). This article examines transformation of a clinician into a forensic agent, key characteristics of the expert infant clinician as a witness, the forensic investigation and report, and the testimony itself. A third article is "Kinship Care: Developing a Safe and Effective Framework for Protective Placement of Children with Relatives" by Marianne Takas. It discusses development of an appropriate legal, fiscal, and service framework for kinship care cases when a relative is selected as an appropriate placement resource. Next, "Babies in Prison", by Jean Harris, considers the prison nursery system today, Rene Spitz' insights concerning the best interests of the child, a parenting class, life in the prison nursery, changing patterns of care, and funding for prison nurseries. Other articles are: "A Toddler Experiences Joint Custody: Journal Observations" (Suzi Tortora); "Infants, Toddlers, and SSI: Changing the Rules, Reaching the Children" (Rhoda Schulzinger); "Head Start: The Next Generation" (Edward Zigler and Susan Muenchow). Other features include book notes, program notes, and a list of conferences. (DB)

ED 354 651 EC 301 819

Nathanson, Jeanne H., Ed.
Empowerment.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Athletics; Change Strategies; Classroom Environment; Community Programs; Deafness; *Disabilities; Elementary Secondary Education; Independent Living; *Inservice Teacher Education; *Language Arts; *Language Handicaps; Learning Disabilities; Mainstreaming; Mental Retardation; Peer Counseling; *Personal Autonomy; Reading Instruction; *Self Determination; Writing Instruction; Young Adults
IDENTIFIERS- *Empowerment; Self Advocacy

This serial issue features articles on the theme of empowering people with disabilities. First, there is a message from the Department of Education's Office of Special Education and

Whitworth, John Ruth; Sutton, Dorothy Lee
WISC III Compilation.
PUB DATE- 93
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention Control; Behavioral Objectives; Cognitive Processes; Comprehension; *Diagnostic Teaching; Elementary Secondary Education; Individualized Education Programs; Instructional Materials; *Intelligence Tests; *Learning Problems; Perceptual Development; *Remedial Instruction; Student Educational Objectives; Verbal Learning
IDENTIFIERS- Wechsler Intelligence Scale for Children III

This book is intended to provide specific instructional help for educators planning remediation of deficits identified by the Wechsler Intelligence Scale for Children III (WISC-III) and for educators writing individual educational plans. An introduction notes differences between the WISC-R and the WISC-III. The guide is arranged in four subtest groupings which evaluate: verbal comprehension (information, similarities, vocabulary, and comprehension); perceptual organization (picture completion, picture arrangement, block design, and object assembly); freedom from distractibility (arithmetic and digit span); and processing speed (coding and symbol search). Information relating to a supplementary subtest on mazes is also included. Short-term objectives written in behavioral terms are provided by grade level for each subtest grouping, and suggested instructional materials and activities correspond with each objective. Preliminary information includes a list of 20 bibliographic resources and addresses of over 100 publishers of the instructional materials listed. (DB)

ED 354 670 EC 301 847

Krutilla, Jennifer O.; And Others
Rural Cocaine/Polydrug Abusing Families and Young Children: An Ethnographic Study of Intervention Needs.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cocaine; *Congenital Impairments; *Drug Abuse; Ethnography; Family Programs; Infants; Intervention; Locus of Control; *Mother Attitudes; *Needs Assessment; One Parent Family; Parent School Relationship; *Prenatal Influences; Program Development; Rural Areas; Toddlers
IDENTIFIERS- *Family Needs

This pilot study used a multidisciplinary, ethnographic approach to evaluate effects of prenatal drug exposure on four cocaine/polydrug-exposed infants and their rural mothers/caregivers and to begin development of a model training program. The study involved document review of hospital and social services records, participant observation, structured interviews, and administration of a test of locus of control and a family needs survey. Specific information evaluated included newborn medical information, demographic information, explanation of equal protection and due process guaranteed by the U.S. Constitution. Subsequent parts address the major federal laws which define the rights of individuals with ADD, including: the Rehabilitation Act of 1973; the Individuals with Disabilities Education Act; the Americans with Disabilities Act; the Social Security Act; and the Selective Service Act. Other sections deal with individualized inquiry, state law remedies, court litigation, and parent advocacy. A final section on resources lists approximately 20 textbooks, policy documents, and organizations. (JDD)

ED 354 689   EC 301 872

Hebbeler, Kathleen
Data Systems in Early Intervention.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Databases; *Data Collection; *Disabilities; *Early Intervention; Infants; *Management Information Systems; Preschool Education; *State Programs; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This study compiled descriptive information about what states are doing or planning to do with early intervention data systems, a component of early intervention systems as specified in Part H of the Individuals with Disabilities Education Act. The study examined the uses of data systems in eight states: Colorado, Maine, Maryland, Massachusetts, Missouri, North Carolina, Ohio, and Texas. The study found that the state response to the requirement to establish a data system has taken many forms. Among the dimensons on which state data systems differ are: the level of governance (local, state, federal) for which the system was designed to provide information, the kinds of data being collected, the point in the information flow at which data are computerized, how data are transferred from the local level to the state, the type of reports generated from the data, and the capability of the system to address federal reporting requirements. State agencies are using their data systems to oversee service delivery by local programs, to bill for services, and to respond to federal reporting requirements. Local programs are using management information systems to improve the delivery of early intervention services. The report closes with a summary, a set of recommendations; and synopses of information about each state's early intervention system and data system. (JDD)

ED 354 690   EC 301 874

Brown, Mark S.; Kretschmer, Richard R., Jr.
The Hidden Agenda: The Need for At-Risk Kindergarten Students To Establish Social Communities during a Formal Reading Lesson.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Classroom Environment; *Group Unity; *High Risk Students; *Interpersonal Competence;

grade levels. A final paper offers general suggestions that apply to the teaching of essentially all the concepts. This chapter considers appropriate use of laboratory activities in science programs for the gifted, problem-based learning, incorporating experiments and experimental design into a scientific problem-based learning experience, new science, scientists as classroom resources, and use of notebooks. References and additional readings for each concept are provided in a 38-item bibliography. (DB)

ED 354 709 EC 301 894

VanTassel-Baska, Joyce; And Others
A Conceptual Overview of Science Education for High Ability Learners. Developing Science Curriculum for High Ability Learners K-8.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; *Curriculum Development; Curriculum Evaluation; Demonstration Programs; Educational Change; Elementary Education; *Elementary School Science; Elementary School Students; Inquiry; Interdisciplinary Approach; *Science Curriculum; Scientific Attitudes; *Scientific Concepts; *Student Educational Objectives; Units of Study

This concept paper outlines the rationale for a project on the development of science curriculum for K-8 high ability learners. The rationale was developed through a synthesis of major recommendations from national science reform reports and from a review of the literature on effective science curriculum for high ability learners. The paper begins with a summary of the background research, with emphasis on six key curriculum components: (1) developing an understanding of scientific concepts; (2) developing scientific inquiry skills; (3) developing a knowledge base in science areas; (4) developing interdisciplinary connections; (5) developing problem-based learning approaches; and (6) developing scientific habits of mind. Then major project objectives are outlined. These include: review of promising science curriculum materials for high ability learners; development of papers on key science concepts; development of a curriculum scope and sequence model; conducting a summer institute on teaching science to gifted learners; development of a set of exemplary science curriculum units; field testing of newly developed curriculum; and generation of scholarly publications. A glossary defines key terms and an appendix provides a synthesis of science report recommendations. (Contains 59 references.) (DB)

ED 354 710 EC 301 895

Boyce, Linda Neal; And Others
Consumer's Guide to Science Curriculum. Developing Science Curriculum for High Ability Learners K-8. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- e curriculum materials for high

Canadian addresses is appended, and citations are indexed by both title and format. (MSE)

ED 354 732 FL 020 923

French as a Second Language Program of Studies: Beginning Level. Early Childhood Services-Grade 12 = Francais langue seconde programme d'etudes: niveau debutant de la maternelle a la 12e annee.
PUB DATE- 91
NOTE- 60p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; *Behavioral Objectives; *Communicative Competence (Languages); *Cultural Education; Curriculum Design; Difficulty Level; Early Childhood Education; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *French; *Introductory Courses; *Language Skills; Second Language Instruction; Textbooks
IDENTIFIERS- *Alberta

The program of studies for French as a Second Language is a legal document that specifies what Alberta (Canada) students are expected to learn in French as a second language from early childhood education through grade 12. In this volume, these expectations for learner knowledge, skills, and attitudes are expressed at the beginning level of instruction, and for three sublevels. An introductory section gives an overview of the French curriculum design. A rationale and statement of philosophy are also provided. Learner expectations are described in general. Subsequently, general learner expectations are outlined briefly and specific learner expectations are charted in somewhat greater detail. The expectations are linked to objectives for student experience, communication skills, cultural awareness, French language skills, and general language education. Expectations for beginning courses at the senior high school level are further refined in a separate section. A glossary and a list of approved basic texts are also provided. Both the English and French versions of the guide are included. (MSE)

ED 354 733 FL 020 924

French as a Second Language Program of Studies: Intermediate Level. Year 4 to Year 12 = Francais langue seconde programme d'etudes: niveau Intermediaire de la 4e a la 12e annee.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; *Behavioral Objectives; *Communicative Competence (Languages); *Cultural Education; Curriculum Design; Difficulty Level; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *French; *Language Skills; Second Language Instruction; Textbooks
IDENTIFIERS- *Alberta

The program of studies for French as a Second Language is a legal sociology text and answered questions about the author's viewpoint. About half the students were given selective instructions for reading, and the other half were given holistic instructions. Results suggest that problems in identifying an author's viewpoint is common in this population, and that the selective reading strategy may have exacerbated these problems. It is proposed that students be given opportunities to articulate their interpretations of texts and the linguistic reasons for those interpretations. Three texts used in the study and a student worksheet are appended. (MSE)

ED 354 753 FL 020 951

Green, Christopher
Typological Transfer, Discourse Accent and the Chinese Writer of English.
PUB DATE- 91
NOTE- 14p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Cantonese; Chinese; Discourse Analysis; *English (Second Language); Foreign Countries; *Interlanguage; Language Research; *Language Styles; Linguistic Theory; Oral Language; Second Language Learning; *Transfer of Training; *Writing Skills
IDENTIFIERS- Discourse Accent

The notion that acquisition of a second language may be influenced by transfer of typological features from the first language is discussed, focusing on the role of topic-prominence in the interlanguage stages of a native Cantonese-speaker learning English. First, the topic-prominent surface structure manifestations in oral Cantonese are examined. A theoretical basis for this type of transfer is then outlined, noting the conditions required in each language, and the situation of marked variants is discussed. Subsequently, a small study using 50 mature, high proficiency students as subjects is described. In it, topicalized structures in English were elicited in a brief writing assignment and analyzed for topic-prominent structures, discourse accent, topic- and theme-driven discourse structure, and patterns in given-new information. Observations are made in each area. A number of areas for further research are identified. A brief bibliography is included. (MSE)

ED 354 754 FL 020 952

Leung, Peggy
An Evaluation Study of a Programme To Teach Standard Report Writing.
PUB DATE- 91
NOTE- 16p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Accounting; *Business Communication; Classroom Techniques; Course Descriptions; Course Evaluation; Educational Strategies; English (Second Language); *English for Special Purposes; Foreign Countries; Instructional Effectiveness; Language Research; Linguistic Theory; Postsecondary Education; Problem Solving; Second Language Instruction; *Technical Writing; *Writing Instruction

volume contains lesson plans for seven areas of instruction: system history, shared management concept, hit confirmation, validation, system security, standards and sanctions, and interstate identification index. An introductory page to each area of instruction lists title, time allotted, target group, and method of instruction. The lesson plans consist of a statement of goal and objectives, criterion test and test answers, a list of required materials, and a block of instructional content. Certain materials are provided: information sheets, bibliography, overhead transparency masters, and handouts. The volume also contains a separate section giving the NCIC Bylaws, lists of Advisory Policy Board and Regional Working Group Members, and other materials pertaining to NCIC operations. (YLB)

Relationship; Employment Qualifications; Evaluation Methods; Foreign Countries; *Government School Relationship; Labor Force Development; Licensing Examinations (Professions); Outcomes of Education; Postsecondary Education; *Standards; State Licensing Boards; *Student Evaluation

IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

This document provides a decision tree to guide the thinking of the staff of New Zealand agencies developing national education and certification standards. It is intended to help them make decisions about moderation of assessment--a process of sampling assessments to ensure that they are consistent with the required standard. After an introduction, the document is structured around five steps, each of which asks a question of standards agencies. Step 1 asks, "What expectations do people have of the assessment process?" because these expectations help determine the extent to which it is appropriate to invest local and national resources to ensure that assessments are fair, valid, and consistent. Step 2 asks, "What activities are already in place to help ensure that assessments are fair, valid, and consistent?" Unit registration, accreditation, reaccreditation and external audits are discussed. Step 3 asks a key question: "Are expectations met without requiring external moderation?" If the answer to this question is Yes, there is no need to proceed further; if No, agencies will move to step 4. Step 4 asks, "What moderation arrangements need to be put in place to meet expectations?," suggesting that national standards agencies establish either one central national moderation system or a national moderation system of local networks. Step 5 asks, "Do arrangements now meet expectations?" If the answer is No, step 4 should be revised. The two appendices contain moderation criteria and a glossary. (CML) students should not be "locked in" to a single option, lateral moves between the proposed options would be extremely difficult for students in reality. To prepare a well-qualified work force for the 21st century, all young people who graduate from high schools should be prepared with the occupational skills for work as well as the basic skills needed to continue their education to function successfully in a global society. (YLB)

ED 354 349   CE 063 062

Grisham, Linda J.
Procedures for Longitudinal Job Placement Follow-up of Former Program Participants. Adult Migrant Program.
PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Data Collection; Job Placement; *Job Training; *Migrant Adult Education; *Migrant Employment; Migrant Programs; Migrant Workers; *Outcomes of Education; *Program Effectiveness; *Vocational Followup
IDENTIFIERS- *Florida Adult Migrant Program

A longitudinal study followed up participants of three Florida Adult Migrant Projects in order to examine project success in converting unemployable migrant and seasonal farmworker clients of Job Training Partnership Act (JTPA), Title IV-A, Section 402, into independent wage earners and to determine the extent to which employment was consistent to training received. The initial study followed 849 participants enrolled and placed in jobs during program years 1982-1986. The first year's follow-up was conducted in 1987. Data were collected through examination of client files, client questionnaires, and matching of Social Security numbers against a Florida unemployment employer wage and tax report to gather wage and employment data. Later follow-up studies use the Florida Placement Information Program to match student records by Social Security number with employer wage reports to determine employment status. When an employment record is matched, a brief form is sent to the employer asking for a description of the former student's occupation. In addition to the Placement Information Program, the Adult Migrant Program also employs a job placement follow-up system that includes contact with the participant and/or employer at 3, 10, 13, and 30 weeks. Analyses of data collected for 1990-91 participants showed that 20 percent were employed full time, 39 percent were employed part time, and 41 percent were not found

dependency issues 53.4 percent. Sample scores on the Wechsler Adult Intelligence Scales-Revised indicated "normalcy," but results were limited in predicting success in the work experience program. Successful completion of the work experience or other program objectives was achieved by 141 (56.6%). During work experience, each individual received a pay raise after 2 months. This served as a powerful program incentive, and the most powerful predictor of success became participants' ability to reach the 2-month mark. (107 endnotes) (YLB) alternative forms of assessment. One response to the call for increased rigor in measuring learner progress has been the suggestion that assessment should be restructured to resemble real life, with learners taking more responsibility for assessing their own progress. Portfolio assessment is a frequently mentioned form of alternative assessment that encourages development of self-assessment skills. Portfolios of learner work form the basis for this method of assessment. The collection of student work must include student participation in selection of portfolio content, guidelines for selection, criteria for judging merit, and evidence of self-reflection. The following are strengths of portfolio assessment: learners share in the responsibility for assessing their work, data are gathered and evaluated continuously over the course of the learning project, learners have the opportunity to learn about their own learning, and learners develop an expanded view of what is learned. Issues associated with portfolio assessment are as follows: the need for additional resources, development of knowledgeable teachers, and assessment of portfolio information, including establishing standards and criteria and establishing validity and reliability of results. (Annotations of 20 print resources are provided.) (YLB)

Report.
PUB DATE- 91
NOTE- 71p.; For related documents, see ED 332 001 and CE 063 144-146.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Audiovisual Aids; Community Development; Conservation (Environment); Conservation Education; Consumer Education; Curriculum Development; *Disadvantaged; Economic Development; *Females; Foreign Countries; Functional Literacy; Health Education; Illiteracy; Industry; Instructional Materials; *Literacy Education; *Material Development; Migrants; Minority Groups; Rural Development; Slum Environment; Videotape Recordings
IDENTIFIERS- Asia Pacific Region; *Malaysia; Postliteracy Programs

This report contains materials from a workshop aimed at the production and usage of video programs in the field of functional literacy, especially as literacy follow-up materials. Chapter I contains the proceedings and consists of an introduction, objective, and summaries of opening speeches, presentations, and group work. Chapter II provides these papers: "ACCU's (Asian Cultural Centre for Unesco) Regional Cooperative Literacy Programmes in Asia and the Pacific--Literacy Materials Development and Personnel Training"; "Development of Literacy Follow-up Materials" (Somtrakool); "The Impact of Functional Literacy on Human Resource Development" (Hussain); "Research in the Design, Production, and Use of Instructional Media" (extract from a paper by Kemp and Smellie); "The Production of Video Programmes" (Tsumagi); and "Literacy and Continuing Education for Women" (Sakya). Chapter III provides details of the group work, in which four groups (health, consumerism, conservation, and rural industry) developed materials through this procedure: field survey, preparation of materials, field testing, and revision and finalization. Reports of the three groups include a village profile, description of material development and field testing, and some illustrations or text from the 11 kinds of materials developed by the 4 groups (5 video programs and 6 supporting materials). Appendixes include the workshop schedule, participant list, and three welcoming addresses (by Kamari, Said, and Inumaru). (YLB)

individuals. Four groups of 111 members each were generated: age inappropriate sexual activity; homosexual activity; heterosexual activity; and bisexual activity. The results of the study indicated: (1) the prevalence of age-inappropriate sexual activity in the general population of priests and clergy may be relatively low; (2) those individuals who do undertake age-inappropriate sexual activity do so relatively often, with no obvious signs of neurotic symptomatology and with tranquil passivity; (3) the age-inappropriate group was clearly distinct from the adult homosexually active group; (4) all groups were significantly distinct on the basis of masculinity and femininity ratios on two of five factors; and (5) the age-inappropriate group was the lowest on both masculinity and femininity factors. (ABL)

*Child Caregivers; *Day Care Centers; Employees; *Females; Health Education; Mental Health Workers; *Prevention; Program Effectiveness; Social Workers; Teachers
IDENTIFIERS- *African Americans

This program was designed to provide Acquired Immune Deficiency Syndrome (AIDS) prevention education for African-American women of child bearing age at a child care center which serves low income high risk families. The primary goal was to reduce the risk of African-American women at the child care center for contracting the Human Immunodeficiency Virus or AIDS and to reduce the risk of these women transmitting the disease to their future offspring. Although the workshops were originally targeted to parents and staff at the agency, no parents attended the first session so the sessions were closed to staff only. The ethnic composition of the sessions included 15 African-Americans, two Caucasians, two Asians, and one Persian. The age range of the women was 21 to 54 years old. Participants included teachers, teacher assistants, supervisors, office managers, social workers, and a mental health consultant. Five workshops were presented on the following topics: facts about AIDS/HIV; feelings and attitudes; meeting a person with HIV/AIDS; processing feelings (i.e., integrating the factual, emotional and social aspects of HIV/AIDS) and reviewing prevention; and an AIDS awareness assessment. Analysis of the data suggested that at least 14 or more African-American women of child bearing age at the agency have sufficient knowledge about AIDS and skills in risk reduction behaviors. The women's enthusiastic responses in the small group discussions suggests that they are committed to disseminating AIDS awareness information throughout the child care center communities. The appendixes include the preliminary survey form as well as other assessment forms with responses. (ABL)

ratings of outcome. Future research would do well to try to identify client factors that are associated with satisfaction, the most robust measure employed in this study. (ABL)

ED 354 459 CG 024 801

Murray, Joan; And Others
The Predictive Power of Abuse in the Family of Origin for Sexual Abuse in Dating.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Dating (Social); Family Violence; Foreign Countries; Higher Education; Predictor Variables; Sex Differences; *Sexual Abuse; Undergraduate Students
IDENTIFIERS- Canada; Dating Experiences Questionnaire; *Family of Origin

The idea is widely supported that abuse is far more common among acquaintances than among strangers and is most common within the family. The dating relationship is another intimate relationship in which abuse occurs. In this study the association between abuse in the family of origin and sexual abuse in dating was analyzed by determining the predictive power of family abuse for four dependent variables: sexual victimization in dating for men and for women and sexual coercion in dating for men and for women. Subjects were 60 female and 51 male undergraduate students. Subjects responded to the Dating Experiences Questionnaire which consisted of closed-end questions in three sections: background information; abuse in the family of origin; and experience with sexual victimization and use of sexual coercion in dating. Multiple linear regression analysis was used to test the association between family abuse and three of the four dependent variables. Family abuse was found to be significantly predictive of sexual victimization in dating for women. Family abuse was more predictive of sexual victimization than of sexual coercion in dating in this study. While most studies have tended to support the cycle of abuse hypothesis in general, the specific aspects of abuse that are typical need further examination. (Contains 50 references.) (Author/ABL) strong controls for internal validity are used; (8) maintenance measures are included; (9) generalization of effects is measured; and (10) external validity is established through replication. The designs that are among those most frequently used (and which provide the basis for more complex variations) are: reversal design (A-B-A and its variation A-B-A-B); multi-element design; and the multiple-baseline design. Familiarity with a variety of investigative procedures gives researchers greater control for answering research questions they wish to ask. (A table listing sources of information on single-subject experimental research and four figures illustrating the most common experimental designs are included.) (RS)

ED 354 478   CS 011 184

Fisher, Peter J. L.; And Others
How Basals Teach Strategies To Derive Word Meaning from Context.
PUB DATE- 1 Dec 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Content Analysis; *Context Clues; *Grade 4; Intermediate Grades; Reading Research; *Reading Strategies; Semantics; Textbook Research; Vocabulary Skills; Word Recognition
IDENTIFIERS- Words

A study examined the nature and extent of the instruction, application, and practice in deriving word meanings from context in a variety of basal reading series. Seven major basal reading series at the fourth-grade level (published between 1986 and 1989 and readily available) were analyzed. Results indicated that: (1) the series differed considerably in the number of lessons they included at the fourth-grade level; (2) there seemed to be disagreement among the publishers as to when to emphasize the teaching of the use of context with unfamiliar words; (3) the series varied considerably in terms of how they presented the strategy; (4) only two series (Holt and Macmillan) had students apply the strategy to the selections they read; (5) the series varied in their use of "familiar" and "unfamiliar" words; and (6) the contexts used for practicing the strategy were not chosen carefully enough. Findings suggest that teaching of the appropriate strategies was often neglected and that there was only limited opportunity to apply the strategy in real reading situations with teacher direction. (Two tables of data are included; 18 references and a list of the basal series analyzed are attached.) (RS) ended; and (3) although a trend in favor of the prior knowledge condition could be observed, it could not be confirmed in statistical analyses. Findings suggest that the increase in strategy knowledge had a positive and facilitating effect on the reading comprehension process. (Two figures of data are included.) (RS)

ED 354 499 CS 011 208

Brisbois, Judith E.
Do First Language Writing and Second Language Reading Equal Second Language Reading Comprehension? An Assessment Dilemma.
PUB DATE- Dec 92
NOTE- 32p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; French; Higher Education; Protocol Analysis; *Reading Comprehension; Reading Research; *Reading Writing Relationship; Regression (Statistics); *Second Language Learning; Test Interpretation; Test Validity; *Writing Ability
IDENTIFIERS- Air Force Academy CO; Nelson Denny Reading Tests

A study focused on enhancing the validity of foreign language (L2) reading comprehension assessment measures. Subjects included 131 cadets (88 beginners and 43 non-beginners) enrolled in French courses at the United States Air Force Academy in Colorado Springs, Colorado. First language (L1) reading comprehension was measured using the comprehension portion of the Nelson-Denny Reading Test (NDRT) and the mean percentage score on three immediate timed written recall protocols. L1 writing ability, L2 vocabulary knowledge, L2 grammatical skill, and L2 reading comprehension also were measured. Six programs of hierarchical multiple regression were employed. Results indicated that: (1) means were higher for non-beginners than for beginners on all variables; (2) integrative tests such as the recall protocol provided a more sensitive measure of reading comprehension; (3) as reading skill increased, the more the sensitivity and enhanced discriminatory power of integrative tests came to the fore; (4) L2 vocabulary scores contributed more to the L2 reading scores than did the scores for any other independent variable for all subjects and for beginners versus non-beginners; and (5) unlike the regression models for beginners and non-beginners using NDRT comprehension scores, L1 reading skill (rather than L2 vocabulary knowledge) was the major contributor for both groups. Findings suggest that although the contribution of L1 writing ability to the scores on L2 reading tests appears to be slight, it should be taken into consideration when interpreting test scores. (Eight tables of data and 2 figures are included; 43 references are attached.) (RS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Curriculum; *English Instruction; Higher Education; Literary Criticism; *Literature Appreciation; *Minicourses; *Seminars; *Weekend Programs
IDENTIFIERS- *English Teachers

Although the notion of teaching literature in an intensive weekend format may present numerous problems to be solved by the instructor, it can be a format that results in considerable success. It is conducive to the schedules of many students who work during the week, and weekend literature courses have proven to be popular. Intensive weekend courses in literature are best taught at upper division levels, since students are more familiar with terms and forms, and may be somewhat more mature. Greater independent work is required of the students in intensive studies. Whatever the level, three key elements to any successful intensive weekend course are: (1) careful organization by the instructor; (2) varied kinds of approaches and teaching techniques; and (3) unique outcomes perceived by the students. A detailed syllabus should be prepared and distributed to all students well before the semester begins. Research papers may or may not be required, but class activities should include written assignments, group work, quizzes, and group projects. Being together with a class for lengthy sessions, perhaps 8 hours or more on a Saturday, presents special problems and requires ingenuity on the part of the teacher. Such courses are not for everyone, but when the student turns the semester into a satisfactory routine of study, the format provides needed flexibility and often unique outcomes and learning experiences. (A detailed syllabus of one literature course taught in the weekend format, "Utopias and Dystopias," is appended.) (HB) interested in thinking and learning about students' writing development. Several kinds of information regarding the progress of "Billy" are included in the paper: transcripts of classroom interactions such as sharing time and writing conferences; written work from Billy's writing folder and journal; self-evaluations; and excerpts from an end-of-year group interview. The materials in the paper are designed to be used flexibly in a group situation where participants can discuss their impressions and insights as they study the examples, drawing on their own knowledge and experience as teachers of writing. The paper offers an initial set of analytic categories for use in interpreting the examples. The three sections of the paper enable teachers to study all or parts of the materials. Section 1, "Tracking Writing Development," provides an introduction to Billy and the context. Section 2, "Looking at Writing Development Over Time," is organized into three "phases" and provides information about the curriculum that Billy experienced and different sets of examples from each phase. Section 3, "Examining and Revising Beliefs and Practices," is organized around how to document and assess students' writing development and the extent to which teachers' practices are consistent with their beliefs about teaching writing. (RS)

attendance is encouraged by awarding bonus points, and reaction to the program has been favorable. Finally, the speech department benefits from the activity by increasing public awareness, which can result in increased enrollments in speech courses. (HB)

ED 354 557 CS 508 067

Hill, L. Brooks; Lakey, Paul N.

Preparing International Teaching Assistants: Intercultural Training from a Genetics Perspective.

PUB DATE- 31 Oct 92

NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Foreign Students; Genetics; Graduate Students; Higher Education; *Intercultural Communication; Models; *Professional Training; *Teaching Assistants

IDENTIFIERS- *Communication Strategies; Cultural Sensitivity; University of Oklahoma

The variety of cultures represented by international teaching assistants (ITAs) demands a skillful accommodation of intercultural information to assist effective adaptation for the American classroom. The literature on intercultural communication often provides a simple illustration of persons representing different cultures interacting to create a "third culture" or negotiated social reality which becomes the new milieu for their interaction. This illustration is analogous to the genetic process in the combination of chromosomes. The genetic model helps to chart the evolutionary process of birth and/or rebirth of the culturally sensitive person. A consulting interview model serves as a framework for a distinctive profiling technique based on the model drawn from genetics. This approach can guide the consultant/trainer in the allocation of time and topics to accommodate the diversity of clients; such an approach has been used in a program at the University of Oklahoma. The potential increase in effectiveness and efficiency render this approach distinctly superior to its generic-orientation alternative. Two figures representing aspects of the genetics analogue are included. (Contains 19 references.) (RS)

Combinations: Scripps Howard Newspapers and the Origin of Joint Operating Agreements" and "A Comparison of Local Editorial Issues in Competitive, Joint Monopoly, and Joint Operating Agreement Newspapers" (Adams); "The Law of Libel and Public Speech in Alabama, Arkansas, Georgia, Mississippi and South Carolina" (Nevious); "Rental of Feature Film on Videocassette: Changes in Industry Structure and Consumer Behavior from the Perspective of the Rental Store" (Prince); "The Founding of IRE and the Practice of Investigative Journalism" (Aucoin); "Should Executions Be Televised?" (Widener and Kim); "Daily Newspaper Readership: Four Types of Local Newspaper Readers Mirror ASNE Findings" (Sylvester and others); "Tunisia's Response to the Advent of European Direct Broadcast Satellite Television" (Adhoum); "A Comparative Study of Journalism and Gender in France" (McMane); "Supreme Court Justice Sandra Day O'Connor's First Amendment Approach to Free Expression" (Goodman); "Romancing the Coffee: New Trends in Contemporary Product Advertising" (Kretchmer and Carveth); "Black Entertainment Television: Seeking Dr. King or Slouching toward Malcolm X?" (Barchak); "Beyond Reason: A Feminist Theory of Ethics for Journalists" (Scott); "Organizational Communication Deficits and Overloads: The Origins of Entropy in the News Room" (Incitti); "We Are the World: Narcissism and Gl

(3) sustained commitment. Successful implementation relies on scheduling time with appropriate lengths, frequency, and availability to key participants. "Time-Creation Devices" outlines six major approaches, including promoting time outside the classroom, refocusing existing commitments, rescheduling, prolonging the work year, and enhancing the efficiency of time use. "Promoting Time for Reform" makes specific policy recommendations for broad application throughout the educational system. (TEJ)

ED 354 596 EA 024 630

Heading toward Commencement: Questions and Answers on Reaching National Education Goal 2: "By the Year 2000, the High School Graduation Rate Will Increase to 90 Percent." Resource Document.

PUB DATE- 92

NOTE- 21p.; Prepared by the Resources Team on National Education Goal 2.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropout Rate; Dropouts; *Educational Objectives; Elementary Secondary Education; High Risk Students; High School Graduates; *Potential Dropouts; Program Effectiveness; Student Attrition

IDENTIFIERS- *National Education Goals 1990

Answers to questions most often asked about the second National Education Goal are provided in this document. Goal 2 states that "by the year 2000, the high school graduation rate will increase to 90 percent." Among the areas covered are school strategies to improve graduation rates, community and business roles, incentives to stay in school, effective teacher and staff training, strategies to help limited-English-proficient and special-needs students, examples of outstanding at-risk and dropout programs, available federal dropout-prevention programs, and ways in which high school completion and dropout rates are measured. Contact sources for more information are provided. (LMI)

DESCRIPTORS- *Classroom Environment; Cultural Isolation; *Cultural Pluralism; Ethnic Groups; Foreign Countries; *Job Satisfaction; Junior High Schools; Minority Groups; *Multicultural Education; Secondary Education; Social Integration; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Expectations of Students; *Teacher Qualifications; Work Attitudes; Work Environment
IDENTIFIERS- *Israel

Changing demographic patterns present teachers with students of diverse ethnic backgrounds, learning abilities, family structures, and linguistic traditions. This study assessed the impact of classroom diversity on Israeli teachers' perspectives of the their workplace. Generally favorable perceptions of multiculturalism in the abstract conflict with the reality of greater job difficulty. This disparity may produce job dissatisfaction. This problem is compounded by the fact that less experienced professionals are more frequently assigned to diverse classrooms. Three-hundred seventy teachers, mostly female, responded to a questionnaire distributed to 883 secondary schools in one medium-sized Israeli city. Teachers from diverse classrooms were likelier to report lower levels of student academic achievement, lack of parental support, larger class sizes, and many disciplinary problems. Females with relatively shorter careers are assigned to more diverse classrooms. The effects on teachers' perceptions of their workplace are strong, indicating greater job dissatisfaction and less cooperation with school leaders. Despite the fact that classroom diversity plays a vital role in teachers' professional lives, it receives less attention as an important variable in other studies than it deserves. (Contains 21 references.) (TEJ) security, community, school climate, and principal characteristics. Short-term and inschool suspension, assignment to special day-long classes, and school probation were the most frequently used disciplinary methods in suburban and urban schools. Suburban districts were the most likely to employ inschool suspension, given greater resource availability. Bivariate relationships reveal that discipline and the dissemination of punishment is a function of community type (urban versus rural), enrollment, number of special education teachers, percentage of students receiving federally funded lunches, percentage applying to college, and the numbers of professional staff employed. Excepting federally funded lunches and applications to college, all predictors are statistically and significantly correlated with the application of punitive disciplinary techniques. Variables associated with violent schools are related to schools that are more likely to administer punitive methods of discipline. (TEJ)

Rehabilitative Services' Assistant Secretary, Robert R. Davila. Next, "Empowerment: Dependence versus Independence," by Frank G. Bowe, stresses the need for people with disabilities to incorporate empowerment and choices into their thinking. "The Road to Personal Freedom," by Carole Royal, describes a model self-determination program of the Protection and Advocacy System of New Mexico. "We Can! Empowerment of People Who Are Deaf," by Patti Singleton, examines principles of empowerment arising from the 1988 protest at Gallaudet University (District of Columbia). "Empowerment through Sports," by Doug Single, describes various integrated programs developed by Special Olympics. "Project EMPOWER: Self Determination for Young Adults with Disabilities," by Jack Campbell, describes a program that uses experiential education activities and role modeling by adults with disabilities to help youths make the transition to adult life. "Empowerment through Peer Counseling," by Dale S. Brown, offers techniques in peer counseling and examples of its use with young people with learning disabilities. "Improving the Quality of Community Living To Empower People with Mental Retardation," by Charles Lakin, describes activity areas of the Research and Training Center for Residential Services and Community Living at the University of Minnesota. A special feature article is "Empowering Teachers To Help Students with Language Disorders in the Mainstream" (Judith M. Zorfass and Blanche Korngold). This article reports on a study which used a constructivist inservice approach to produce changed teaching practices in 10 teachers of grades 1-3, thereby facilitating language learning in children with language disorders. (DB) perceptions of the primary caregiver, and locus of control of caregivers. Findings included: infant complications were experienced by all four children; all four caregivers lived as single mothers; all mothers indicated that a preschool program would be helpful but only one indicated a need for more training herself; caregivers expressed a combination of internal and external loci of control; all caregivers expressed a need to know more about their child's condition; and all believed their children to be normal and healthy. The development of a home-school partnership for educating these children is stressed. Figures and tables detail responses of caregivers. (Contains 15 references.) (DB)

ED 354 671 EC 301 848

Cormany, Ernestine E.
Meeting the Needs of Parents of Preschool Handicapped Children through Increased Support Services.
PUB DATE- 19 Oct 92
NOTE- 72p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; *Family Programs; Infants; Needs Assessment; Parent Attitudes; Parent Education; *Parent Participation; Preschool Education; *Social Support Groups; Teacher Attitudes; Toddlers
IDENTIFIERS- *Individualized Family Service Plans

This practicum report describes development of a system of family support services for 56 parents of preschool handicapped children (ages birth to 3) in an early intervention setting. A preliminary survey was administered to determine family needs. A family support group was then developed which met monthly for fellowship, networking, work projects, and parent education. Individual family conferences were held to develop Individualized Family Service Plans (IFSP). Also, a parent handbook was developed and disseminated to parents. Results of a post-intervention survey indicated significant feelings of increased support and a positive shift in attitude by agency staff from a child-focused approach to a family-centered philosophy. Recommendations to others considering establishing such groups are offered and include: provide transportation and child care, develop a program committee made up primarily of parents to determine topics and activities, stress a family-centered philosophy in all staff development activities, and have an experienced parent partner help parents prepare for the IFSP meeting. Appendices include the parent survey, a parent letter, a parent support group information sheet, meeting/activity notices, and an IFSP model. (Contains 54 references.) (DB)

Kindergarten; *Kindergarten Children; *Peer Acceptance; Peer Relationship; Primary Education; *Social Development; Student Needs

This study examined the social competency of at-risk kindergarten students as they demonstrated the need to establish social communities in order to increase group motivation and peer learning. The study explores the patterns of behaviors that these children demonstrate in order to form social communities, explores the purpose behind their need to establish such communities, and explores the teacher's agenda as it relates to the agenda of social group formation. Subjects were seven children enrolled in a developmental kindergarten. Classroom academic lessons and social interactions were videotaped. Analysis indicated that at-risk kindergarten students must establish social communities within groups of peers in order to feel secure in an instructional setting. In forming social communities, problems may occur for at-risk students who may be viewed by the teacher as being off-task or noncompliant. It is concluded that formed and sustained communities enable the children to monitor the teacher's behavior in order to receive feedback. Teachers are advised to balance their need for successful lesson completion with their students' need to feel a sense of security. (Contains 20 references.) (JDD)

development of papers on key science concepts; de,Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academically Gifted; *Curriculum Evaluation; Elementary Education; *Elementary School Science; Elementary School Teachers; *Instructional Material Evaluation; *Science Curriculum

This guide is intended to provide educators responsible for selecting elementary science curriculum materials for high ability learners with both quantitative and qualitative assessment data for 27 science curricula or materials. The review process attempted to balance sound practices of curriculum development (using standards required for any exemplary curriculum and any population), exemplary science practices (based on "new science" recommendations), and differentiation issues for high ability learners and other special populations. Introductory material of section I explains how to use the guide, how to integrate the guide with school and district goals, the categories of the reviewed curricula, and instructional emphases of curricula (e.g., reading based, inquiry based, interdisciplinary). Section II then provides evaluations of 13 comprehensive stand-alone curricula series. Section III evaluates seven modular programs and section IV offers evaluation of seven sets of supplementary materials. Each evaluation includes a narrative overview, an analysis, a conclusion, and results of comparative ratings by several reviewers. Appendices provide: a compilation of curriculum review ratings; the curriculum review process and criterial rating sheets; and an annotated 70-item bibliography of science curriculum materials. (DB) document that specifies what Alberta (Canada) students are expected to learn in French as a second language from early childhood education through grade 12. In this volume, these expectations for learner knowledge, skills, and attitudes are expressed at the intermediate level of instruction, and for three sublevels. An introductory section gives an overview of the French curriculum design. A rationale and statement of philosophy are also provided. Learner expectations are described in general. Subsequently, general learner expectations are outlined briefly and specific learner expectations are charted in somewhat greater detail. The expectations are linked to objectives for student experience, communication skills, cultural awareness, French language skills, and general language education. Expectations for intermediate courses at the senior high school level are further refined in a separate section. A glossary and a list of approved basic texts are also provided. Both the English and French versions of the manual are included. (MSE)

IDENTIFIERS- *Hong Kong

A study assessed the effectiveness of the standard report writing segment of two postsecondary courses in English as a Second Language one in accounting and one in secretarial communication, at a Hong Kong polytechnic. The 69 subjects were in 4 groups, one in each subject receiving instruction with a problem-solving approach and one in each subject using a traditional seminar format. Student report-writing before and after instruction were compared, and information was gathered through questionnaire, interviews, and classroom observation. Results indicate that on the whole, all groups achieved the instructional objectives, attributed in part to instruction and in part to students' previous education. Marked improvement in overall report organization was observed. Of the objectives poorly achieved, most were entirely absent in pre-course writing samples. The courses were well-received, and most course content was found useful. Questionnaire and interview responses suggest some changes in classroom technique. The problem-solving approach was also found to be beneficial to students. Recommended course improvements include adoption of a field experience in which students must identify real-world problems, carry out research, and make reports. Some changes in the course evaluation process are also suggested. A brief bibliography is included. (MSE)

ED 354 755 FL 020 953

Bruce, Nigel
Prioritising Equality of Outcome in Hong Kong Secondary School Education.
PUB DATE- 91
NOTE- 8p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Articulation (Education); *Chinese; Educational Planning; *Educational Policy; *English; *Equal Education; Foreign Countries; Higher Education; *Language of Instruction; Language Research; Linguistic Theory; Outcomes of Education; Secondary Education
IDENTIFIERS- *Hong Kong

A November 1990 recommendation by the Hong Kong government's education department to adopt a language-streaming policy is discussed. The policy would have children tested and assigned to English-medium or Chinese-medium instruction in the sixth year of elementary school. Implications of this development are examined from the point of view of higher education and from the perspective of providing equal education for all children. Disadvantages to children taught in Chinese and proceeding to higher education are given special attention. Two alternatives are proposed: (1) delaying streaming decisions for an additional 2 years; (2) offering an opportunity for Chinese-medium students to start on their college preparation early; and (3) having students in both streams follow the same curriculum but having Chinese-medium students use the final secondary year to prepare for postsecondary study. It is proposed that because of mandates for higher education to increase enrollment, reduce costs, and compete with other English-speaking countries' universities, the best solution might be for higher education to offer a college-preparatory year for Chinese-medium students. (MSE)

ED 354 756 FL 020 954

Falvey, Peter
Curriculum Development in the Sixth Form: The Potential for Changes in Approaches to Writing Skills at Tertiary Level.
PUB DATE- 91
NOTE- 9p.; For the serial issue from which this paper is analyzed, see FL 020 947.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College English; Curriculum Design; *Curriculum Development; Educational Change; *English Literature; Foreign Countries; Higher Education; High Schools; Language Research; Linguistic Theory; *Secondary School Curriculum; *Standardized Tests; Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- *Hong Kong

Implications of changes in the Hong Kong secondary school curriculum are examined, focusing on the syllabus leading to a new school-leaving examination in English literature. The new

ED 354 774 FL 020 993

Walker, Barbara J.
A Reading Strategies Program for Native American Students.
PUB DATE- Jun 89
NOTE- 13p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Languages; *American Indians; *Bilingual Students; *Context Effect; Cultural Context; Elementary Secondary Education; *Reading Centers; Reading Instruction; *Reading Strategies
IDENTIFIERS- Native Americans

Four aspects of the interactive reading process, the parallel compensatory behaviors of bilingual students, and an instructional approach that reflects the needs of these students are described. Focus is on a reading strategies program for Native American students whose cultural environments vary greatly from the cultural environment of the public school and its curriculum. The interactive view of reading holds that readers interpret the author's meaning using their prior knowledge, purposes for reading, and the contextual constraints of the literacy event. The four aspects continuously interact while readers construct meaning. It is noted that bilingual students are at risk at every point in the model. An instructional program is described that was devised at the Eastern Montana College Reading Clinic for bilingual readers where teachers explained strategic reading (goal setting), modeled prediction making, coached students with strategy-based questions, and shifted assessment to the student. It is concluded that because of the years of reading failure for bilingual students, instruction needs to combine strategy training and attribution retraining in cooperative learning groups. Contains 23 references. (LB)

ED 354 775 FL 020 994

Hirst, Lois A.; Slavik, Christy
Cooperative Approaches to Language Learning.
PUB DATE- Jun 89
NOTE- 11p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *American Indians; Classroom Techniques; *Cooperative Learning; *Cultural Context; Elementary Secondary Education; Experiential Learning; Group Discussion; Learning Activities; *Learning Strategies; *Reading Instruction; Small Group Instruction; Student Participation; *Teamwork
IDENTIFIERS- Native Americans; *Shared Book Experience

Ways that both cultural differences and learning styles affect a child's ability to learn and use language are discussed and applied to the situation faced by Native American students.

ED 354 794 HE 026 175

Peterson, Tammy Wiens; Borden, Michael Ray
Student Perspectives on Orientation: The Use of Qualitative Research in Evaluating Freshman Orientation.
PUB DATE- 14 Jan 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; *Evaluation Methods; Higher Education; *Interviews; Postsecondary Education; *Qualitative Research; Research Methodology; *School Orientation; School Registration; State Universities; Student Adjustment; *Student Attitudes; Student College Relationship; Student Needs
IDENTIFIERS- *Freshman Orientation; North Carolina State University

This paper reports on the use of qualitative methods to determine first-year student perceptions of the Orientation program delivered by North Carolina State University. One hundred thirty freshmen were interviewed, in groups of 6 to 10, to learn about their orientation experiences, and why they felt some sessions were helpful, and where sessions could be improved. The team of interviewers then met in focus groups to discuss common themes of the sessions and to interpret students' perceived needs. The greatest benefit from the qualitative method was the understanding gained of students' perceptions about orientation. Some of the concerns expressed were in areas of: (1) the amount of time spent with an advisor; (2) getting registered for the first semester; (3) learning their way around campus; (4) the large size of their orientation groups; (5) the length and format of sessions; (6) and the lack of an organized event to help students meet each other. Options for responding to these concerns included: adding four orientation counselors; re-designing the campus tour; renewing concern for the academic advising process; and adding an organized social event. Appendices include the questionnaire used and characteristics of the students who participated. Contains six references. (GLR)

ED 354 795 HE 026 214

Marks, Joseph Lappin
SREB Fact Book on Higher Education, 1992.
PUB DATE- 92
NOTE- 160p.; For the 1990 edition, see ED 327 098.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; *College Students; Comparative Analysis; Degrees (Academic); Demography; *Enrollment Trends; Ethnic Groups; Expenditures; Higher Education; Income; Postsecondary Education; Profiles; Public Colleges; Statistical Data; Student Characteristics; *Student Financial Aid; Teacher Salaries; Trend Analysis; *Tuition
IDENTIFIERS- Southern Regional Education Board; *United States (South)

This latest edition of the biennial Higher Education Fact Book series focuses on significant national, regional, and Southern Regional Education Board (SREB) state trends affecting higher

ED 354 813 HE 026 232

Anderson, George A.; Clawson, Kenneth
Science Anxiety in Our Colleges: Origins, Implications, and Cures.
PUB DATE- 13 Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anxiety; Cognitive Development; Curriculum Development; Higher Education; Learning Experience; Learning Problems; *Science Education; Secondary Education; Sex Differences; Student Attitudes; Student Motivation; *Teaching Methods; *Undergraduate Students; *Undergraduate Study
IDENTIFIERS- Science Ability; Science Achievement; *Science Anxiety

This paper focuses on science anxiety in undergraduate education and then reviews current theories on how to reduce science anxiety. The exploration of the phenomenon of science anxiety points out that this response results not from a lack of self-confidence, but from a lack of a framework of prior knowledge to help order new knowledge; it also indicates that societal, educational and family attitudes convey habits of anxiety and that notions of science aptitude are inherited rather than learned. A discussion of methods to overcome science anxiety touches on relaxation techniques, concept mapping, the importance of prior science skill training, cognitive development from concrete to abstract reasoning, and student collaboration in curriculum development. The paper's central section reviews extensive research on sex differences in science anxiety, focusing on high levels of female science anxiety and science avoidance. A discussion on motivating students describes barriers to motivation and methods for modifying instructional methods to engage students more effectively including a brief description of how to use computer programs to increase the number of ways the student can approach the material. (Contains 14 references.) (JB)

ED 354 814 HE 026 233

Gee, Jerry Brooksher
Innovation in Instructional Strategies Used with Graduate Students Enrolled in an Advanced Heterogeneous Methods Class.
PUB DATE- 11 Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; *Graduate Study; Grouping (Instructional Purposes); Higher Education; *Methods Courses; *Microteaching; Questioning Techniques; Student Attitudes; *Student Characteristics; Teacher Education; Teaching Methods; Teaching Skills

This study examined the characteristics of graduate education students enrolled in an advanced methods class and their response to a micro-teaching approach. Conducted over 5 years

ED 354 832 HE 026 252

McWade, Patricia
Financing Graduate School: How To Get the Money You Need for Your Graduate School Education.
PUB DATE- Jan 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Federal Aid; Financial Needs; *Financial Support; *Graduate Study; Guidelines; Higher Education; Information Sources; *Loan Repayment; Minority Groups; Money Management; *Paying for College; Primary Sources; Private Financial Support; State Aid; *Student Financial Aid; Student Loan Programs

This book provides information to prospective graduate students on how to acquire financial assistance for their graduate programs by explaining (1) what the difference is between undergraduate and graduate aid; (2) aid eligibility; (3) where to go for funding and how much is available; (4) how to be "marketable" to targeted funding sources; (5) what is the best package in loans, grants, and service-related awards; and (6) how and when to apply. The book's purpose is to answer the most frequently asked questions from students and those who advise them about funding sources at the graduate level. One entire chapter is devoted to special aid sources for such specific student groups as women, minorities, veterans, international students at U.S. graduate schools, and U.S. citizens studying abroad. In addition, information is supplied in the areas of financial planning, debt management, loan jargon, and preparation of aid applications. Appendices contain a list that provides general information on graduate financial support as well as lists giving information on financial support for minorities, women, study abroad, and international students. Other appendices list state student scholarship agencies, state student loan guarantee agencies, and professional associations. A glossary of acronyms and abbreviations is also provided. (GLR)

ED 354 833 HE 026 253

Callahan, Pam; And Others
Who Got In? College Bound's 1993 National Survey of College Admissions Trends. Seventh Annual Edition.
PUB DATE- 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *College Admission; *College Bound Students; College Entrance Examinations; College Freshmen; Colleges; *Enrollment; Federal Aid; Foreign Students; Higher Education; National Surveys; Scholarships; School Statistics; *Student Financial Aid; *Tuition; Universities

This book provides the responses received from 155 colleges and universities concerning the schools' admission trends, their student admissions for the 1992-93 academic year, and what traits colleges are looking for in the 1993 incoming class. The book alphabetically lists the colleges along with their responses. The information contained for each school includes: (1) the number of applications received and accepted, (2) tuition, (3) the percentage of students receiving financial

ED 354 851 HE 026 274

Calabia, Tino; And Others
Campus Tensions in Massachusetts: Searching for Solutions in the Nineties.
PUB DATE- Oct 92
NOTE- 56p.; Report of a factfinding meeting (Amherst, MA, September 27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Campuses; Civil Rights; College Administration; College Environment; College Faculty; Educational Environment; Higher Education; Law Enforcement; *Minority Groups; Racial Bias; *Racial Relations; School Policy; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Smith College MA; *University of Massachusetts Amherst

This publication reports on a factfinding meeting held to discuss bias-motivated tensions at college campuses in Massachusetts. At that meeting three State Advisory Committees to the U.S. Commission on Civil Rights were represented and heard testimony from student leaders, top administrators, concerned faculty members, and staff of the University of Massachusetts at Amherst (UMASS/Amherst) and Smith College (Northampton, Massachusetts) as well as a panel of law enforcement professionals and legal experts. The report focuses primarily on presentations by 27 panelists with some presentations supplemented by media accounts and/or other documents related to the topic. The report is organized in six sections, the first of which notes the purpose of the meetings and offers an overview of the panels. The second section contains information from the testimony by individuals from UMASS/Amherst. A third section offers information from the testimony of representatives from Smith College. The fourth section presents the testimony of the public law enforcement and legal panel. Section 5 summarizes all the speakers' recommendations, and the final section distills the factfinding effort into 12 findings with specific recommendations for each. Appendixes contain information on 1990 college enrollment by race, a newspaper article, "How to Survive Campus Bigotry," by Paul Ruffins, and testimony offered by Fletcher A. Blanchard. (JB)

ED 354 852 HE 026 275

Zwick, Rebecca
Differences in Graduate School Attainment Patterns across Academic Programs and Demographic Groups. A Research Report of the Minority Graduate Education Project.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Asian Americans; Blacks; *Doctoral Degrees; Enrollment; Foreign Students; Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; School Holding Power; *Sex Differences; Universities; Whites

To identify differences in doctoral student achievement across programs, demographic groups and gender, the graduate careers of nearly 5,000 doctoral students from 11 departments at each of 3 major universities were investigated. Three types of data

ED 354 872 IR 015 962

Russell, Daniel M.; Pirolli, Peter
Computer Assisted Instructional Design for Computer-Based Instruction. Final Report. Working Papers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Business Education; Cognitive Processes; *Computer Assisted Design; *Computer Assisted Instruction; Computer Software; *Epistemology; Information Dissemination; *Instructional Design; Instructional Development; Postsecondary Education; Problem Solving; Teacher Education; Vocational Education
IDENTIFIERS- Cognitive Sciences

Recent advances in artificial intelligence and the cognitive sciences have made it possible to develop successful intelligent computer-aided instructional systems for technical and scientific training. In addition, computer-aided design (CAD) environments that support the rapid development of such computer-based instruction have also been recently developed. The researchers tailored a particular CAD system for instruction, called the Instructional Design Environment (IDE), for use in vocational training. This project brought together a consulting team that included a successful instructor in business education, cognitive scientists, workers in teacher education, and the IDE development team. The main goals of the project were to develop an instructional design methodology that teaches software use in the context of solving realistic problems and to extend the IDE to support this methodology, which is grounded in cognitive science research and is called example-based minimalist design (EBMD). It was found that the use of IDE has several side effects: (1) IDE encourages a greater depth of analysis and planning; (2) the semiformal representation language used in IDE shapes the design process and the manner in which the designer thinks about instruction; (3) the analyses and specifications developed in IDE provide an explicit design rationale for each product; and (4) designs and design rationales developed in IDE can be easily modified and reused thus standardizing instructional development and promoting dissemination of successful design methodologies. (Contains 11 references.) (ALF)

ED 354 873 IR 015 963

Wu, Yi-Cheng
Computerized Teachers' Praise: Incorporating Teachers' Images and Voices.
PUB DATE- 11 Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 354 891 IR 054 396

Bailey, Gail C., Comp.; And Others
Facts about Maryland's School Library Media Programs, 1987-88.
PUB DATE- 88
NOTE- 511p.; For the 1986-87 report, see ED 297 738.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Evaluation Criteria; Institutional Schools; *Learning Resources Centers; *Library Collections; *Library Personnel; Library Services; Library Standards; Library Statistics; Media Specialists; Microcomputers; Private Schools; Public Schools; School Districts; *School Libraries; State Departments of Education; Video Equipment
IDENTIFIERS- *Maryland

This compilation of statistical data on school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in the Standards for School Library Media Programs in Maryland. Arranged alphabetically by local education agencies and schools, data are presented on public school library media collections, including print, nonprint, and equipment resources; public school library print and nonprint collections, including books, periodicals, and nonprint materials; number and percentage of items by school for meeting state collections criteria; public school library equipment collections, including computer, video, microform, and audio equipment; number of schools meeting state staffing criteria; system level grand total collections; system level print and nonprint collections; system level equipment collections; system level library media center professional and support personnel; cost of textbooks and library books; school library media services budgets; school library media resources and instructional materials and equipment as reported in ECIA (Education Consolidation and Improvement Act) chapter II applications and state budget reports; services provided by the State Media Services Center; nonpublic school library media collections; nonpublic school library print and nonprint collections; nonpublic school library equipment collections; institutional library media collections; number and percentage of items by institution for meeting state collections criteria; and number of institutional schools meeting state staffing criteria. (KRN)

ED 354 892 IR 054 397

Bailey, Gail C., Comp.; Hardy, Rose Mary, Comp.
Facts about Maryland's School Library Media Programs, 1988-89.
PUB DATE- 89
NOTE- 535p.; For the 1987-88 report, see IR 054 396.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Evaluation Criteria; Institutional Schools; *Learning Resources Centers; *Library Collections; *Library Personnel; Library Services; Library Standards; Library Statistics; Media Specialists; Microcomputers; Private Schools; Public Schools; School Districts; *School Libraries; State Departments of Education; Video Equipment
IDENTIFIERS- *Maryland

ED 354 910 IR 054 495

Fair Use of Copyrighted Works. Report to Accompany H.R. 4412. House of Representatives, 102D Congress, 2d Session.
PUB DATE- 11 Aug 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Copyrights; *Court Litigation; Diaries; *Fair Use (Copyrights); *Federal Legislation; Federal Regulation; *Government Role; *Legal Problems; Letters (Correspondence); Publications; Reprography
IDENTIFIERS- Proposed Legislation; *Unpublished Materials

The House Committee on the Judiciary reports favorably on a proposed amendment to a bill (H.R. 4412) to amend Title 17 of the U.S. Code relating to fair use of copyrighted works. The committee recommends passage of the bill to the effect that Section 107 of Title 17 be amended by adding at the end the following: "The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors." The amendment was proposed to clarify the intent of Congress that there be no per se rule barring claims of fair use of published works. The courts are to determine the affirmative defense of fair use of unpublished works on a case-by-case basis. This legislation directs the courts to give proper weight to all factors. The background of this legislation is traced, and case law is summarized relating to unpublished works in dispute such as letters and diaries. The four factors the courts must consider in determining fair use listed in Section 107 of Title 17 are included. (SLD)

ED 354 911 IR 054 496

Krzeczkowski, Angela; Moseley, James L.
How To Use the Card Catalog: A Study Booklet. Developed for Use in the Juvenile Section of a Community Library.
PUB DATE- Feb 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Card Catalogs; *Childrens Libraries; Elementary Education; Elementary School Students; Field Tests; Individualized Instruction; Intermediate Grades; Knowledge Level; Learning Modules; Library Guides; *Library Instruction; *Library Skills; Online Catalogs; *Public Libraries; Users (Information); Workbooks

This document is an individualized learning module designed for use with fifth- through seventh-grade students. The module is designed for use in the juvenile section of a public library that maintains a card catalog. It can easily be adapted to any library setting that utilizes a juvenile card catalog. Although computer-based card catalogs are becoming more popular, the module can provide young library users with the fundamentals of card catalog use. Acquisition of this fundamental knowledge will assist the user in the transition to computer card catalog terminals. The module includes learner objectives, assessment, and practice exercises. It has been field tested on a select group from the target population. (Twelve figures illustrate catalog use. Seven practice activities and a final exercise are

ED 354 929 JC 930 068

Grove, Josephine
The Marketing Aspect of Enrollment Management: Evaluating the Impact on Recruitment and Retention in Institutions of Higher Education.
PUB DATE- 92
NOTE- 143p.; Master of Business Administration Thesis, Fontbonne College.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Planning; Community Colleges; Educational Research; *Enrollment; Enrollment Influences; Enrollment Projections; Enrollment Trends; Higher Education; *Marketing; *School Holding Power; Student Behavior; *Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Enrollment Management

This four-part thesis explores the development of enrollment management in higher education and assesses the impact of marketing on recruitment and retention. Part 1 examines the concept of enrollment management, a coordinated approach to marketing, recruitment, and retention efforts which emerged almost a decade ago in response to declining numbers of college-age students. This section includes chapters describing several models of enrollment management at two- and four-year colleges, and discusses the role of enrollment management in the institutional environment. Part 2 discusses the broadening perspective in managing enrollment. It includes chapters on marketing in higher education, recruitment competitiveness, and retention strategies. Part 3 focuses on the interrelatedness of marketing, recruitment, and retention in the 1990's. In addition, national enrollment projections are analyzed, emphasizing minority group enrollment, and the impact of these projected enrollment trends and emerging technology on marketing, recruitment, and retention is discussed. The final section presents conclusions and recommendations, including the following: (1) for enrollment management to succeed, the concept of accountability must be fostered at an institution's top administrative levels; and (2) academic advising and the relationship between students and faculty are critical to student success. Faculty support and participation are crucial to effective enrollment management. To address the predicted growth in students who are part-timers, older, female, and minority, institutions must become increasingly adaptive with respect to curricula and class scheduling. A a 36-item bibliography, a glossary of enrollment management terms, and a summary of national data on college freshmen are included. (PAA)

ED 354 930 JC 930 097

Lutz, David A.
Student Outcomes Assessment: Are We as Good as We Think?
PUB DATE- 18 Dec 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Cognitive Tests; *Community Colleges; Cooperative Programs; *Educational Assessment;

ED 354 945 JC 930 115

Community Survey, Fall 1989.
PUB DATE- Aug 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; *Community Benefits; *Community Characteristics; Community Colleges; Community Development; Community Involvement; Community Surveys; Participant Satisfaction; Program Evaluation; Questionnaires; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA; *Santa Clarita Community College District CA

In November 1989, the College of the Canyons (CC) in Valencia, California, conducted a community survey of Santa Clarita Valley to determine residents' satisfaction with CC; use of CC services and facilities; perceptions of the value and performance of CC in six functional areas; perceptions of the quality of education; attitudes about fees, the enrollment process, prospective enrollment, facilities and events; and sources of information about the college. The survey was completed by 564 residents of the valley, representing a cross-section of households served by the college district. Major study findings included the following: (1) 96% of the respondents either agreed or strongly agreed with statements that the college is an attractive place, conveniently located, and a place that they would encourage their family and friends to attend; (2) over 50% of the respondents had already enrolled in either a credit or non-credit course at the college, 50% reported using CC services and facilities, and 51% had attended campus events; (3) over 90% of the respondents believed that the transfer function, the vocational/technical function, and the remedial/developmental function are "very important," and approximately 90% of the respondents indicated that the college is doing a "good" or "excellent" job in performing these three functions; (4) respondents gave CC's instructional program the highest rating of any local community college; (5) 90% of the respondents thought that student fees were reasonable and that it was easy to enroll at CC; and (6) the principal source of information about the college was material that the respondents received in the mail. Data tables and the survey instrument are included. (PAA)

ED 354 946 JC 930 116

Institutional Functioning Inventory. Fall 1989.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Freedom; *Achievement Rating; *Administrator Attitudes; College Faculty; Community Colleges; Comparative Analysis; Institutional Evaluation; *National Norms; Organizational Effectiveness; Participative Decision Making; Rating Scales; School Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA; *Institutional Functioning Inventory

ED 354 961 JC 930 133

Van Meter, Jean
Academic Credit for ESL Classes?
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *College Credits; College Second Language Programs; Community Colleges; Credit Courses; Educational Research; *English (Second Language); *Foreign Students; Language Skills; Second Language Instruction; Student Placement; Two Year Colleges; Two Year College Students

As a result of the increased demand for English-as-a-Second-Language (ESL) instruction and the concomitant growth of ESL programs, interest has increased in the issue of credit for courses designed to promote English language proficiency sufficient to engage in postsecondary education. Recent national and regional studies have found that a significant number of two- and four-year colleges offer ESL for credit, with figures ranging from 44% to 79%, and that there are various ways of awarding credit. Those who support awarding academic credit for ESL argue that the acquisition of a new language requires as much or more effort than is required of typical college-level courses. They point to the abstract-level reasoning skills needed to learn the vocabulary and semantics of a foreign language. Other administrators and faculty do not feel that ESL courses should carry credit, contending that these courses do not contain college-level course material, that the nonpunitive grading often used in such courses does not warrant credit to a degree, that granting credit for ESL courses would require the hiring of new faculty and the establishment of new departments, and that ESL courses are not equivalent to foreign language courses. States and individual colleges have implemented a variety of policies that represent compromises on the credit issue. The California community colleges, for example, do not offer credit for "survival skills" or "prevocational" ESL courses, and award general education, elective, or major requirement credit for ESL courses based on students' majors. The issue of credit is related to the way in which colleges view their foreign student populations--as academic problems or as underprepared students with distinct academic promise. A 26-item bibliography is included. (MAB)

ED 354 962 JC 930 134

Simonsen, Stephen
Transfer of Learning between Reading and Writing: Models and Implications.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Community Colleges; Curriculum; Educational Research; Learning Processes; *Learning Theories; *Psychoeducational Methods; *Reading Research; *Theory Practice Relationship; Two Year Colleges; Two Year College Students; *Writing Research

ED 354 979 JC 930 161

Kangas, Jon; Sklute, John
San Jose City College Success Rates for Hispanic Adelante Students Compared to Other Hispanics in the Same Courses, Fall 1990-Spring 1992. Research Report #326.
PUB DATE- 19 Nov 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Community Colleges; Educational Needs; *Hispanic Americans; Nontraditional Education; Nontraditional Students; *Student Evaluation; Two Year Colleges; Two Year College Students
IDENTIFIERS- Adelante Program CA; San Jose City College CA

The Adelante program at San Jose City College, in California, seeks to engender social, cultural, and political consciousness among Hispanic students and increase retention/graduation rates by offering cognitive core courses along with counseling and academic support services. A study was conducted to compare the success rates from fall 1990 to spring 1992 of students in the program to those of other Hispanic students and all other students in five courses: English 1A (transfer composition), English 92 (one level below 1A), English 335 (two levels below 1A), and Guidance 96 (career planning). Success was defined as receipt of a grade of "C" or higher or credit for a course. Results of the survey included the following: (1) overall, Adelante students had a 68% success rate, compared to 51% for other Hispanics and 54% for all other students; (2) Adelante students in English 335 had relatively high success rates of 79% (fall 1990) and 74% (fall 1991), compared to 49% and 60% for other Hispanics and 47% and 55% for all other students; (3) in English 92, Adelante students showed success rates of 63% for fall 1990 and 56% for fall 1991, compared to rates of 61% and 50% for other Hispanics and 57% and 50% for all other students; (4) the highest success rates for Adelante students were in English 1A for spring 1991 (80%), considerably higher than other Hispanics (45%) and all other students (51%); and (5) the one course in which Adelante students did not perform as well as other students was Guidance 96, registering success rates of 66% in fall 1990 and 56% in fall 1991, compared to 61% and 58% for other Hispanics, and 63% and 70% for all other students. (MAB)

ED 354 980 PS 020 764

Backstrom, Kerstin
How the Convention on the Rights of the Child Provides for the Survival and Development of the Child.
PUB DATE- 4 Aug 92
NOTE- 10p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire (OMEP), World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Childhood Needs; Children; *Childrens Rights; *Child Welfare; Developed Nations; International Cooperation; *International Law; International Organizations; Legal Responsibility; Social Responsibility

ED 354 999 PS 021 092

Sullivan, Candace
Education. Bridging the Gap: An Education Primer for Health Professionals. and Health: Bridging the Gap: Health Care Primer for Education Professionals.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Jun 92
NOTE- 65p.; This is an updated version of a 1990 NASBE publication titled, "How Schools Work and How To Work with Schools," coauthored by Janice Earle, William Kane and Candace Sullivan.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Child Welfare; Cooperative Planning; Coordination; Early Childhood Education; *Educational Policy; Elementary Education; Federal Programs; *Health Education; *Health Promotion; Private Sector; *School Community Relationship; *School Health Services; School Involvement; School Organization; State Departments of Education; State Programs; Teacher Participation
IDENTIFIERS- Department of Education; Health Educators; *Integrated Services

Designed to help members of the education and health systems work closely together at the community, state, and national levels, these two booklets present concrete steps to ensure the well-being of all children by educating and connecting the education and health sectors. The first booklet is aimed at education professionals. After discussing the ways in which the health care system works in the public and private sectors, the booklet provides concrete suggestions for working with the health care systems in the school, district, community, and policy arena. The second booklet, aimed at health professionals, explains the organization of the education system at the local, state, and federal levels. This booklet also gives suggestions for ways to work with schools, including ways to design activities and generate state support. Each booklet provides a list of resources for supporting collaborative health and education activities in the community. (MM)

ED 355 000 PS 021 098

Barth, Patte; Mitchell, Ruth
Smart Start: Elementary Education for the 21st Century.
SPONS. AGENCY- Council for Basic Education, Washington, D.C.
PUB DATE- 92
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Class Activities; *Curriculum Design; *Curriculum Evaluation; *Educational Change; Educational Environment; *Educational Innovation; Educational Technology; Elementary Education; *Elementary School Curriculum; Faculty Development; History Instruction; Mathematics Instruction; National Competency Tests; Parent Participation; Reading Instruction; School Community Relationship; Science Education;

ED 355 019 PS 021 193

Tingling-Clemmons, Michele A.; Kittlaus, Ann K.
School Breakfast Score Card 1991-1992. (Second Edition.)
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 21p.; Funding also received from the Nathan Cummings Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; *Child Health; Comparative Analysis; Disadvantaged Youth; Elementary Secondary Education; Federal Aid; *Federal Programs; *Nutrition; State Action
IDENTIFIERS- *School Breakfast Program

The School Breakfast Program supplies federal funds to schools and residential child care institutions that provide breakfasts to children. This status report compares the performance of each state to the performance of other states and of the nation as a whole in school breakfast participation. The first section examines overall outcomes, taking a brief look at school breakfast participation by school and low-income student participation in each state. Recent accomplishments are described in the second section, which measures progress made between 1991 and 1992 in expanding breakfast programs in schools and in serving low-income students. Section 3 focuses on state efforts by considering states' use of four tools for program expansion: state mandates, state funding, federal start-up funds, and direct certification. The fourth section focuses on evaluation, rating the states' performances in the preceding three sections. Ten tables and a list of related publications are included. (MM)

ED 355 020 PS 021 194

Honig, Alice Sterling
Children in Crisis: Ideas for Child Care Professionals as Citizens.
PUB DATE- Sep 92
NOTE- 23p.; Expanded version of paper presented at the Lyndon Baines Johnson Library Conference, "Our Children in Crisis: A Call to Conscience" (Austin, TX, September 18-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; *Child Caregivers; Child Health; *Child Welfare; *Citizen Participation; Disadvantaged Youth; Early Childhood Education; Early Parenthood; *Educational Improvement; Elementary Education; *Health Promotion; Minority Group Children; Outreach Programs; Parent Participation; Wages
IDENTIFIERS- *Professional Concerns

Children in America are in crisis. As citizens, child care professionals can write letters to and apply political pressure on elected officials, galvanizing them to improve the lives of young children and their families. In the field of education, action is needed to: (1) provide human development curricula in elementary schools; (2) link education and health in life science training; (3) encourage parent and student involvement in schools; (4) provide more child development courses for licensed professionals; (5) adapt public schools as child care

ED 355 039 PS 021 244

Zimmerman, Sara Olin; And Others
Kindergarten Teachers' Expectations of Preschoolers Labeled Developmentally Delayed: A Pilot Study.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Early Childhood Education; Kindergarten; *Labeling (of Persons); Learning Problems; Preschool Children; *Preschool Teachers; Special Education; Student Behavior; Surveys; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- *Developmental Delays

This study examined 50 kindergarten teachers' perceptions of the success of students who were labeled "developmentally delayed," and of students who had not been so labeled. The term "developmentally delayed" is used to identify young children in need of early intervention. Teachers' perceptions about the teaching skills they used when working with the labeled students were also examined. All teachers surveyed were female, had college degrees, taught in Western Kentucky, and had received some undergraduate training in special education. The survey included a brief vignette of a typical 4-year-old. In half the surveys, the vignette stated that the described preschooler was labeled "developmentally delayed." Teachers were asked to use a Likert type scale to respond to two statements about the vignette. Analysis of the data indicated no significant statistical difference between reactions to the two types of vignettes in terms of either predicted success or teaching ability. There was a relationship between teachers' feelings of adequacy in teaching students with special needs and their predictions for student success. A reference list of 20 items is included. (MM)

ED 355 040 PS 021 245

Britz, Joan
Problem Solving in Early Childhood Classrooms. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; Curriculum Design; Decision Making; *Early Childhood Education; *Group Activities; *Learning Activities; *Problem Solving; Teacher Role; Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- ERIC Digests; Student Cooperation

Problem solving is the foundation of young children's learning. The role of the early childhood teacher in facilitating problem-solving behavior in children involves trusting children's attempts to learn through problem solving and maintaining a classroom environment that encourages problem solving. Curricula that foster children's problem solving are those that

ED 355 059 RC 018 997

Indian School Equalization Program. Oversight Hearing on 1991-93 Budgeting for the Indian School Equalization Program. Joint Hearing before the Select Committee on Indian Affairs, United States Senate and the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 13 May 92
NOTE- 159p.; House Committee on Education and Labor Serial No. 102-118.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; *Federal Aid; Federal Indian Relationship; Federal Regulation; Finance Reform; *Financial Support; Hearings
IDENTIFIERS- Bureau of Indian Affairs; Congress 102nd; *Indian School Equalization Program

This report represents a hearing on the Indian School Equalization Program (ISEP) administered by the Bureau of Indian Affairs (BIA). The hearing began with opening remarks by the acting committee chairman of the Senate Select Committee on Indian Affairs, Paul Simon. Testimonies concerning the inadequacies of the ISEP funding formula are provided by members of Senate and Congress, leaders of individual tribal school organizations, and representatives of the National Indian Education Association. ISEP assigns different educational activities to Bureau-operated and contract schools with weights that reflect the basic cost associated with a specific activity. The number of students participating in the various educational activities is identified by each school, totaled by activity, and multiplied by the weight factor to arrive at the total number of weighted student units (WSUs) at each school. Under the proposed ISEP budget for the school year beginning July 1, 1993, schools would receive $150 less per WSU than they are receiving this year, because of an estimated shortage of $35 million. The effects of funding shortages could mean program cuts, teacher lay-offs, increases in class size, or shortchanges in critical program management aspects. Appendices include prepared statements; prepared answers by the BIA to Senate oversight hearing questions; and position papers regarding constant shortage of BIA funds for school districts in Arizona, South Dakota, Mississippi, North Dakota, New Mexico and Michigan. (LP)

ED 355 060 RC 018 999

McCarty, T. L.
Federal Language Policy and American Indian Education. Revised.
PUB DATE- May 92
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; *Bilingual Education; Educational Change; Educational Policy; Elementary Secondary Education;

ED 355 078 RC 019 059

Claus, Richard N.; Quimper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report, 1992-1993.
PUB DATE- Dec 92
NOTE- 34p.; For the 1991-92 report, see ED 345 910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Compensatory Education; Elementary Secondary Education; Limited English Speaking; *Migrant Education; Migrant Programs; Program Evaluation; *Teacher Attitudes
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; *Michigan (Saginaw)

This report evaluates the bilingual and Chapter 1 migrant education programs in Saginaw (Michigan) for the 1992-1993 school year. The programs provided supplementary education and support services at 24 elementary schools, 4 junior high schools, and 2 high schools. With some student overlap, the bilingual program served 585 students and the migrant program served 673 students. Questionnaires were completed by the involved bilingual/migrant teachers, advisors, and aides (n=12). Results of the evaluation indicate: (1) staff members used various techniques in an attempt to build on student strengths and upgrade students' academic abilities; (2) 75 percent of the bilingual teachers served 90 percent or more of their bilingual students on a weekly basis; (3) both bilingual and migrant education staff spent the majority of instruction time in the area of reading; (4) the migrant education program allowed flexibility in instruction of the subject areas covered; (5) the migrant education program used both traditional and innovative means for evaluating student progress; (6) the results of the California Achievement Test were used in instruction and advising; (7) student load on teachers varied substantially; (8) aides and counselors needed more instruction related to all common Michigan Migrant Program Topics; and (9) school building space was inadequate for bilingual/migrant programs at eight schools. Appendices include information identification and eligibility procedures for bilingual/migrant students, a copy of the questionnaire, and questionnaire results. (LP)

ED 355 079 RC 019 060

Pewewardy, Cornel D.
"Practice into Theory" Journey to the Year 2000: Culturally Responsible Pedagogy in Action...The American Indian Magnet School.
PUB DATE- May 92
NOTE- 19p.; Paper presented at a Conference on Native American Studies: The Academy and the Community (Minneapolis, MN, May 14-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; *Classroom Techniques; Cognitive Style; Cultural Education; *Educational Philosophy; Elementary Education; Higher Education; *Magnet Schools; Native Language Instruction; *Teacher Education; Teaching Methods

ED 355 095 SE 053 269

Hojnacki, Susan K.; Grover, Barbara W.
Thinking Mathematics: What's in It for the Students?
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Educational Change; Elementary Education; *Inservice Teacher Education; Instructional Improvement; *Instructional Innovation; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Problem Solving; *Program Evaluation; Student Attitudes; Surveys; Teacher Behavior; Teacher Education Programs; *Teaching Methods; Thinking Skills
IDENTIFIERS- Error Analysis (Mathematics); *Thinking Mathematics Project

The Thinking Mathematics project, a joint effort of the American Federation of Teachers and the Learning Research and Development Center, had the primary objective of developing more efficient means of disseminating new knowledge about mathematics learning and instruction. The resulting practitioner-researcher collaboration developed an instructional approach based on current research findings interpreted by the clinical wisdom of classroom teachers. This approach, called Thinking Mathematics, formed the basis of an inservice training program implemented throughout the AFT's Educational Research & Dissemination network. Teacher change--and teacher conviction in the changes being advocated--was viewed to be critical for successful student learning outcomes. Pilot implementation of Thinking Mathematics occurred at five different sites across the country during the 1990-91 academic year, involving about 65 classes from grades K-5. Cognitive and affective effects upon students involved in the year-long implementation of Thinking Mathematics were assessed by using multiple sources of data: teacher self-reports of student change, standardized achievement test scores, student attitude survey findings, and problem solving test results. The teacher self-report data show that the teachers involved in the program perceived empowering changes in their students. Project students performed as well as or better than their non-project peers on both the Computational and Concepts and Applications subsections of standardized achievement tests. Student problem solving abilities improved, as measured by the Wood-Cobb problem solving tests. Positive student attitudes towards mathematics were revealed by the project's attitude survey: students' relatively lower motivation scale scores, however, suggest that they might not yet be ready to match their efforts with their generally positive regard for mathematics. Although the results reported should be considered preliminary, there are multiple indications that student learning and attitudes were enhanced by their participation in the Thinking Mathematics program. (Contains 43 references.) (Author)

ED 355 096 SE 053 270

ED 355 114 SE 053 480

Spears, Sandy; Ehringer, Margaret
Excursions with the TI-81 Graphics Calculator in College Algebra.
PUB DATE- Nov 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (Indianapolis, IN, November 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Calculators; Class Activities; *College Mathematics; Discovery Learning; Equations (Mathematics); *Functions (Mathematics); Graphs; Higher Education; Learning Activities; Mathematics Education; Mathematics Instruction; Polynomials; *Problem Sets; *Problem Solving
IDENTIFIERS- *Graphing (Mathematics); Graphing Utilities

College algebra is currently being taught using graphing calculators such as the TI-81. This document presents exploratory and problem solving activities that have resulted from classroom experiences with the TI-81. The activities have been designed to enhance the learning of some standard college algebra topics through the easy access to visualization provided by the TI-81. The activities incorporate the following topics: (1) interpretations of the graphs of functions modeling real world problems; (2) shifts and translations of basic functions; (3) intersections of curves; (4) solutions of equations and inequalities; (5) graphs of rational functions; (6) graphs and applications of exponential functions; (7) graphs and applications of logarithmic functions; and (8) zeros of polynomials. A list of selected answers to problems posed in the activities is provided. (MDH)

ED 355 115 SE 053 482

Department of Education: The Eisenhower Math and Science State Grant Program. Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Nov 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Support; Inservice Teacher Education; Mathematics Education; Postsecondary Education; Professional Development; *Program Evaluation; Science Education; *State Federal Aid; *Teacher Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The Dwight D. Eisenhower Mathematics and Science Education Program is the largest federal program for training elementary and secondary teachers in mathematics and science. It has two major components: the national program provides funding for projects of national significance and the state grant program allocates 75% of the funds to different types of state agencies and local school districts and the remaining 25% to the state agency for higher education. This document reports on: (1) how state grant funds are spent, (2) how experts view proposed improvements to the program, (3) how well the Department of

ED 355 133 SO 022 546

Williams, Harold M.
The Language of Civilization: The Vital Role of the Arts in Education.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Plenary Meeting of the President's Committee on the Arts and the Humanities (24th, New York, NY, October 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; *Art Education; Curriculum Development; Educational History; Elementary Secondary Education; Fine Arts; Humanistic Education; *Humanities; *Public Policy; Visual Arts
IDENTIFIERS- Curriculum Emphases; Discipline Based Art Education

The arts and humanities convey the very essence of what it means to be a human being. The arts are a basic and central medium of human communication and understanding. As such, they should occupy a central place in education. In the wake of a "back to basics" movement in the schools, the artistic heritage and opportunities to contribute significantly to its evolution are being lost. The arts tend to be ignored in the schools because: (1) they are viewed as emotional rather than intellectual; (2) they are not formally assessed; and (3) the way the arts presently are taught tends to eschew structure or content. In fact, a growing body of evidence indicates that strengths gained in the study of art carry over into other subject areas. Reports suggest that vocabulary and writing skills improved through participation in disciplined based art programs. Early 20th century educators realized that art education improved cognitive skills. More recent art education programs have underscored the broad application of skills learned through instruction in the arts. The raising of the arts and humanities to their rightful place in education would be of service to countless generations of students and to democracy itself. (LBG)

ED 355 134 SO 022 616

Fitzhugh, William P.
Geography Needs Assessment: A Focus on Teacher Training and Awareness.
PUB DATE- 5 May 92
NOTE- 18p.; Paper presented at the Annual Conference of the National Council for Geographic Education (77th, Santo Domingo, Dominican Republic, September 23-26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; Elementary Education; *Elementary School Teachers; *Geography Instruction; *Social Studies; Staff Development; *Teacher Attitudes; Teacher Background; *Teacher Education; Teacher Evaluation; Teaching Experience

This paper presents the results of a survey that examined elementary school teachers' attitudes about social studies (particularly geography) instruction. The responses of newly-hired elementary teachers were compared to those of experienced elementary teachers. The survey included questions such as: Have you ever taken a social studies methods course? Have you

ED 355 154 SO 022 982

VanSledright, Bruce A.
Teaching about the American Revolution: The Case of Sara Atkinson. Elementary Subjects Center Series No. 69.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 185p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Curriculum Research; Elementary School Teachers; *Grade 5; Intermediate Grades; Outcomes of Education; *Revolutionary War (United States); *Social Studies; Student Attitudes; Student Development; Teacher Student Relationship; Teaching Models; *United States History; Units of Study

This report examines the biography, elementary school social studies teaching goals, and specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Sara Atkinson. Daily lessons and classroom teacher-student interactions are described in detail as Atkinson moved through a 6-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. (These three questions constitute what is known as the K-W-L questionnaire.) Findings suggested that Atkinson appeared to be successful at reaching her curriculum and teaching goals that included helping students: (1) learn and understand the struggle, mistakes, and eventual triumphs of the colonists prior to and during the war period; (2) understand the nature of the democratic process (the debate over the ratification of the United States Constitution); (3) see historical events from different points of view; and (4) realize that historical knowledge can be used as a tool for problem solving and decision making. Sixteen appendices include the structured teacher interview protocol, the K-W-L sheet, the pre- and post-unit student interview protocols, tables of student data, tests, and related print material. (Author/LBG)

ED 355 155 SO 022 983

May, Wanda T.
What in the World Is Music in "World of Music?" A Critique of a Commonly Used Textbook Series. Elementary Subjects Center Series No. 76.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 173p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- successful at reaching her cur
goals that included helping students: (1) learn a
DESCRIPTORS- Content Analysis; *Educational Objectives; Elementary Education; Elementary School Curriculum; *Music Education; *Teacher Role; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *World of Music (Textbook Series)

This report analyzes the 1988 edition of the Silver Burdett &

ED 355 175 SP 033 989

Dolly, John P.
"Juku" and the Performance of Japanese Students: An American Perspective.
PUB DATE- Jun 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan United States Teacher Education Consortium (Tokyo, Japan, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *After School Education; College Admission; Comparative Analysis; Elementary Secondary Education; Enrichment Activities; Foreign Countries; Higher Education; *Parent Aspiration; Scores; Stress Variables; *Student Attitudes; *Test Coaching; Time on Task
IDENTIFIERS- Competitive Values; *Japan; Japanese Education; *Jukus; United States

This report outlines the role of after school programs (Juku) in preparing Japanese students for high school and university entrance examinations and presents some growing concerns about the movement. Juku plays a major role in insuring the success of Japanese students on tests administered within the country and on international comparisons made on the basis of achievement test scores. After 12 years of schooling, based on the American model, Japanese children have averaged 4 years more schooling than their counterparts in the United States, accounting in part for differences in test scores noted between U.S. and Japanese students. However, the growing pressure to succeed on examinations is taking a toll, and educators are questioning its impact on students' mental health; tests are beginning to determine curriculum, particularly in private schools; and a disparity is growing between educational opportunities for wealthy and poor students, based on parents' ability to pay. Despite these concerns, there is still widespread support among the population for Juku programs. Parents resist the notion of reducing the school week from 6 to 5 days and seem committed to spending the money and time necessary to have their children enroll in extra classes to secure a competitive advantage on the tests that determine which high schools, colleges, and/or universities the students may attend. (Contains 19 references.) (LL)

ED 355 176 SP 033 991

Reck, U. Mae
Toward Developing a Campus Strategy for Preparing Teachers for the New American School.
PUB DATE- Jun 92
NOTE- 55p.; Paper presented at the Conference on Teach America: Teacher Preparation for the New American School (Washington, DC, June 14-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Academic Education; Change Agents; *Change Strategies; *College School Cooperation; Educational History; Elementary Secondary Education; Excellence in Education; Higher Education; Liberal Arts; *Program Content; *Program Design;

ED 355 193 SP 034 279

Stansbury, Kendyll; Long, Claudia
Assessment Component of the California New Teacher Project: Summary Evaluations of Innovative Assessment Methods.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Feb 92
NOTE- 143p.; For related documents, see ED 323 197, ED 342 761, and SP 034 278-282.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Cost Estimates; Elementary Secondary Education; *Evaluation Methods; Evaluation Research; *Evaluation Utilization; Higher Education; Measurement Objectives; *Measurement Techniques; Preservice Teacher Education; Teacher Certification; *Teacher Evaluation
IDENTIFIERS- *California New Teacher Project

This report summarizes conclusions from previous reports and makes explicit comparisons between assessment approaches. The report is organized in four sections under the headings: Design, Content Analysis, Costs, and Analysis of Technical Quality. The first section (Design) describes salient characteristics of each assessment approach, the instruments pilot tested, and the type of teaching skill evaluated by each instrument. Section 2 (Content Analysis) uses previous analyses and experiences to draw conclusions about the congruence of assessment instruments with State Policy documents and about the ability of each assessment approach to assess specific domains of a teacher's knowledge and skills. The third section (Costs) presents an overview of the administrative complexity and of the scoring complexity of each approach. Cost estimates for administration are provided and the degree of developmental work needed is discussed. The fourth section analyzes the technical quality of the assessment approaches chosen and the appropriateness of each approach for diverse potential uses (licensure/certification, hiring and retention, and professional development). The conclusions of the study indicate that there is no one best assessment approach. The choice of the optimal assessment approach depends on the skills to be assessed and the purpose for which the information is to be used. If a broad examination of teaching competence is desired, then a combination of approaches is necessary. Ten tables are included in the report. (Contains 25 references.)

ED 355 194 SP 034 280

Tierney, Dennis; And Others
Assessment Component of the California New Teacher Project: Alternative Models of New Teacher Assessment and Support.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Feb 92
NOTE- 32p.; For related documents, see ED 323 197, ED 342 761, and SP 034 278-282.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Change Strategies; *Cost Estimates; Elementary Secondary Education; Evaluation

curriculum, based on developments in composition theory and practice and departing from the traditional, narrowly-focused syllabus, emphasizes the process of writing and requires student diary-writing and a project. These changes imply more active participation in learning, small-group interaction, and individual work by students. The teacher's role will change from that of information-provider to counselor, supervisor, and facilitator of student work. Guidelines for teachers, currently in development, will emphasize new methods of classroom management to implement the curriculum. It is also suggested that students will have to come to higher education with a new set of study skills and learning strategies. These skills are likely to be in line with the process approach to writing and will also affect the professor's relationship with the student, removing much of the traditional prescriptive role. A 33-item bibliography is included. (MSE)

ED 354 757 FL 020 961

Byer, Jennifer; And Others
English as a Second Language Newspaper Activities. Teacher Manual.
PUB DATE- 86
NOTE- 18p.; Title provided in Spanish, German, French, Chinese, Russian, Italian, and English.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Cultural Education; Daily Living Skills; Debate; Elementary Secondary Education; *English (Second Language); Grammar; Instructional Materials; Intonation; Letters (Correspondence); Listening Comprehension; Media Selection; *Newspapers; Pronunciation Instruction; *Reading Instruction; Role Playing; Second Language Instruction; Skill Development; *Speech Skills; Stress (Phonology); *Vocabulary Development; *Writing Instruction
IDENTIFIERS- *Summarization

The guide for teachers presents ideas and procedures for using newspapers in classroom instruction in English as a Second Language (ESL) in elementary and secondary education. It proposes that the newspaper offers not only material for classroom use but also information for students about the local community and the larger world. An introductory section outlines general methods for newspaper use, including distribution of one newspaper to each student, article clipping and storage, and recording of student oral language progress. The subsequent series of newspaper-based class activities is organized by language and cultural skill area: language structure (grammar); speaking (discussion and general speaking; role-playing, debate, and reports; stress and intonation practice); listening comprehension; writing (rewriting, transforming, summarizing, composition); reading (critical reading and inference; general comprehension); culture (coping; American life); and vocabulary development. The activities suggested use articles, comics, games, puzzles. and advertising. Each activity is described briefly, and some illustrations are included. (MSE)

ED 354 758 FL 020 963

Buell, James G.
TOEFL and IELTS as Measures of Academic Reading Ability: An Exploratory Study.

Cultural differences are cited as holding the answer to questions about the Native American student's lack of success on standardized tests and in the American education system in general. The following topics are examined: brain research in terms of learning style preference; students' home culture and varying behavior standards (e.g., silence versus talking); cooperative learning and group participation in which outcome results from common effort; cooperative learning and reading in terms of the cooperative and social nature of literacy; the Shared Book Experience Approach developed by Holdaway; and the role of cooperative learning in science instruction. It is concluded that research confirms that approaches to language learning that incorporate opportunities to use all learning modalities in cooperative contexts are optimal for all children. The strategies are particularly appropriate for Native American children who learn best by using all their senses in environments where cooperation is emphasized. Contains 14 references. (LB)

ED 354 776 FL 020 995

Davison, David M.
An Ethnomathematics Approach to Teaching Language Minority Students.
PUB DATE- Jun 89
NOTE- 7p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Languages; *Cognitive Style; Elementary Secondary Education; Language Skills; *Learning Strategies; *Limited English Speaking; *Mathematical Linguistics; *Mathematics Instruction; Minority Groups; Reservation American Indians
IDENTIFIERS- Crow (Tribe); *Ethnomathematics

An ethnomathematics approach to the curriculum is advocated as a means of addressing the problems faced by limited English proficient (LEP) students who experience difficulties in learning mathematics. It is noted that the problems may have little to do with difficulties in processing mathematical ideas. When LEP students are from different cultures, speak languages other than English as their primary language, and have preferred differences in cognitive processing, the typical approach to organized mathematics instruction observed in current American classrooms is not appropriate. The fact that a language deficit will automatically lead to a mathematics deficit is acknowledged. Research conducted with American Indians, including reservation Crow, is cited that identified three areas in which those students have difficulty in learning mathematics: language, culture, and learning modality. For example, in the beginning grades, mastery of concepts in the Crow language could not be used to facilitate the learning of the same concepts in the English language, because the concepts were not developed in the native language. In addition, the problem was exacerbated by students seeing little or no use for mathematics learned in school and by being presented with instruction that includes few manipulatives and visuals. Further research should focus on determining how familiar situations and tactile and visual approaches, integrated with systematic language activities, can be used to help students education in the 1990s. This report contains 19 graphic highlights and over 80 tables displaying state, regional, and national statistics covering population and the economy, higher education enrollments and the pool of potential students, degrees earned, tuition levels, student financial aid, faculty salaries, and higher education budgets. The report also contains profiles of the gender and racial/ethnic characteristics of faculty and administrators, faculty salaries by teaching field and type of institution, and administrative salaries. Among the facts revealed are the following: (1) over half of the U.S. population growth in the next two decades will be in the SREB states; (2) college enrollments in the region are growing well above the national rate, but the traditional pool of potential college students (18 to 24 year olds) will shrink through the 1990s, then rebound significantly by 8 percent during the first decade of the next century; and (3) minority students will be at least one-third of the high school graduates in seven SREB states by early in the next century. (GLR)

ED 354 796 HE 026 215

Basic Facts on Study Abroad. Updated.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Admission; Credits; Educational Planning; Financial Support; Foreign Countries; Guidance; Higher Education; *International Educational Exchange; Overseas Employment; Resources; Secondary Education; *Student Exchange Programs; *Study Abroad; Travel

This brochure provides information for U.S. students who wish to study abroad in order to help them make the study experience successful and with as little mishap as possible. The brochure first covers the planning stage in which advice is given on consultation, investigating study-abroad options, arranging transfer of academic credit, choosing a location, obtaining familiarity with the laws and quotas that affect direct enrollment, and traveling with disabilities. Next, several educational choices are examined that include graduate and secondary programs as well as information on admission to foreign universities. Different options for employment are also discussed, including internships, workcamps, and the possibility for teaching. The final three sections discuss financial assistance, traveling and living arrangements, and provides information on Institute of International Education and Council on International Educational Exchange study abroad programs that currently exist in other countries. The brochure concludes with lists of resources for further information. (GLR)

ED 354 797 HE 026 216

An Assessment of American Education: The View of Employers, Higher Educators, the Public, Recent Students, and Their Parents.
SPONS. AGENCY- Committee for Economic Development, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Sep 91
NOTE- 272p.
LANGUAGE- English

beginning in 1987, the study involved 112 graduates micro-teaching 12 model lessons in groups of 4, in 10 academic areas of the curriculum. Participants were tested at the end of each lesson, all micro-lessons were critiqued by the participants in each group, and a three-point rating scale was used by the instructor to evaluate each lesson taught by the graduate students. A profile of the graduates revealed that 17 percent possessed degrees in disciplines other than education and that not all were teaching in their major area of certification. Evaluations and observations contained consistently positive responses regarding questioning techniques used with "interactive mechanisms." Conclusions based on perceptions of the graduates also supported utilization of heterogeneous grouping according to diverse disciplines for micro-teaching experiences. Contains six references. (JB)

ED 354 815 HE 026 234

Oklahoma Governance. Report and Recommendations to the Governor and Oklahoma Legislature.
PUB DATE- Feb 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; College Governing Councils; *Governance; Governing Boards; *Higher Education; *Policy Formation; State Boards of Education; State Colleges; State Universities; Trustees
IDENTIFIERS- *Oklahoma; *Oklahoma State Regents; State College and University Systems; State College Relationship; State Coordinating Boards

This publication reports on a state mandated review of the Oklahoma higher education system's governance and offers extensive recommendations. Following a preface and an executive summary which presents the recommendations in brief, Part I, an introduction, describes the review process which included initial recommendations from the State Regents, review by a team of national experts, on-site visits to campuses, seven public hearings, petition drives, and letters to the State Regents. Part II discusses qualifications for board members; Part III looks at the governance and structure of Oklahoma Higher Education including an overview of existing structures, history and traditions, constraints and some possible models. Finally part IV contains the 16 recommendations which are based on the principles that each institution and its community deserve the full-time attention and support of a board and that the span of responsibility for boards governing the state's two comprehensive research universities must be reduced and made more manageable. Nine attachments contain the review team's credentials, legal qualifications of board members, a governance chart, legal duties of state regents, responsibilities of governing boards and administrative boards, budgeted costs of boards, governance history, and advice on governance. Observations from on-site visits, commentary on recommendations, and a summary of testimony conclude the document. (JB)

ED 354 816 HE 026 236

Chugh, Ram L.
Higher Education and Regional Development. A Compendium of Public Service Activities by Colleges and Universities in Northern New

aid, (4) the deadline for 1993 admissions, (5) admission requirements for international students, (6) how students at each school view the cost of college, (7) new scholarships for first year students, (8) the average financial aid package, (9) how each school rates the federal financial aid system, and (10) financial aid tips for students. At the end of each profile the school address, contact person, and phone numbers for more information are provided. (GLR)

ED 354 834 HE 026 254

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. Tenth Annual Status Report, 1991.
PUB DATE- Jan 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Blacks; College Bound Students; Data Collection; Degrees (Academic); *Educational Trends; *Enrollment Trends; *Ethnic Groups; Higher Education; High School Graduates; Hispanic Americans; *Minority Groups; Secondary Education; Teacher Shortage; Trend Analysis

This report presents the latest available racial and ethnic data concerning high school completion rates, college participation rates, college enrollments, and degree completions. It also presents projections on the numbers of high school graduates, from a study conducted by the Western Interstate Commission for Higher Education and the College Board, as well as analyses of the number of new doctorates who entered academia during the 1980s and the proportions of new faculty hires from different racial and ethnic groups. Among other findings the data reveal that: (1) in 1990, the Hispanic high school completion rate was 54.9 percent, 20 points below the rate for African Americans and nearly 30 points behind the rate for Whites; (2) about 22 states are expected to have declines in African American high school graduates by 1995; (3) between 1988 and 1990, minority enrollment in postsecondary education increased 10 percent, compared with a 5.1 percent increase in total enrollment; (4) African Americans and Hispanics earned fewer undergraduate engineering degrees in 1989 than in 1987, and African American men received fewer degrees in education, health, and life science at the bachelor's level; and (5) minorities increased their share of full-time positions in higher education from 17.7 percent in 1979 to 20.3 percent in 1989. (GLR)

ED 354 835 HE 026 255

Lowe, Ida B.; Johnson, Beth Hillman
Collective Bargaining in Higher Education and the Professions. Bibliography No. 19.
PUB DATE- Jan 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; College Faculty; *Employer Employee Relationship; Equal Opportunities (Jobs); *Faculty College Relationship; Governance; Higher Education; Labor

analysis examined numbers of students entering each department and the proportions of various groups, patterns of attainment of graduate school milestones, and association between attainment of milestones and potential explanatory variables. Minorities and women were found to be under-represented in graduate school and to have generally lower Ph.D. candidacy and graduation rates than their white and male counterparts. In two of the three schools, foreign students had higher candidacy and graduation rates than did white Americans. Also, in two of the three schools, the percentage of foreign students has increased substantially in recent years. A more general finding was that the doctoral candidacy and graduation rates in the 8 years following matriculation were higher in quantitatively oriented departments than in the humanities and social sciences. In general, undergraduate grades and Graduate Record Examinations scores had only a minimal association with the attainment of candidacy and graduation. Among these academically select students, nonacademic factors may play a crucial role in determining who ultimately attains the doctoral degree. Includes 34 references. (JB)

ED 354 853   IR 015 941

Sivin-Kachala, Jay P.; Bialo, Ellen R.
Using Computer-Based, Telecommunications Services To Serve Educational Purposes at Home. Final Report.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Oct 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Career Education; Computer Assisted Instruction; *Computer Networks; Computer Science Education; Curriculum Enrichment; Educational Technology; Engineering Education; Higher Education; Homework; Library Networks; Mathematics Education; *Online Systems; Science Education; Secondary Education; *Telecommunications
IDENTIFIERS- Internet

This report addresses the use of computer-based telecommunications services to meet educational needs at home, focusing on services for students in grade 7 through college, including adult education. The curriculum areas on which the report concentrates are mathematics, science, technology, engineering, and career education. The report is divided into 10 sections: (1) An Overview of Telecommunication Functions that Support Educational Purposes; (2) An Overview of Service Providers; (3) Data Highway: The Internet; (4) General Purpose, Commercial Networks that Provide Educational Services; (5) Regional and Statewide Networks; (6) Library Access Networks; (7) Special Purpose Networks; (8) Bulletin Board Systems; (9) Telephone Homework Hotlines: A Model for Computer Network-Based Tutoring Services; and (10) Conclusions. The appendix contains a contact list of project consultants, online services, and homework hotline services; an annotated list of 13 additional online projects and services; and a list of additional resources, including publications and organizations, related to educational applications of telecommunications. (ALF)

ED 354 854   IR 015 942

Gillan, Bob; Williams, Ross
Where in Louisiana with Teacher Manual.

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Education; Elementary School Teachers; *Feedback; *Praise; Reinforcement; Speech Synthesizers; *Student Motivation; Teacher Response

This paper provides an idea of how to improve computer-assisted instruction effectiveness by incorporating teachers' images and voices into computers. Efforts to increase students' motivations by improving computer-assisted instruction feedback systems through the use of arcade-style video games and animation have proven to be ineffective and distracting. In contrast, students seem to be highly motivated when the computer praises them for correct responses. A recent review of the literature reveals that praise is effective when it is delivered contingently, focuses on student accomplishment, provides information to students about their competence, is related to problem solving, shows spontaneity and variety, and is task-relevant; whereas ineffective praise rewards mere participation, gives no information to students about their status, attributes success to ability alone, is delivered inconsistently and unsystematically, and gives low achievers less praise or over-praises them for working hard rather than for accomplishment. Computerized teacher's praise seems to meet most criteria of effective praise and eliminates the occurrence of ineffective praise. Since dual-sensory instruction can now be realized through the use of inexpensive personal computers, human images and voices can be introduced onto the software in order to personalize instruction, ask questions, provide background knowledge, and become an audible expert system. (Contains 12 references.) (ALF)

ED 354 874 IR 015 983

Phillips, Jeanne; Soule', Helen

A Comparison of Fourth Graders' Achievement: Classroom Computers versus No Computers.

PUB DATE- Nov 92

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Classroom Techniques; Comparative Testing; *Computer Assisted Instruction; Courseware; Elementary School Mathematics; Elementary School Students; Grade 4; Intermediate Grades; Local Area Networks; Mathematics Achievement; *Microcomputers; Pretests Posttests; Program Evaluation; Scores; *Standardized Tests; Teaching Methods

IDENTIFIERS- Mississippi; Stanford Achievement Tests; *Teaching and Learning with Computers (IBM)

This study assessed whether or not classroom-based micro-computer applications can help improve students' performance on standardized tests, and which subject areas such programs are most effective in for fourth graders in two Mississippi schools. The Teaching and Learning with Computers (TLC) program placed a local area network in the school with networked computers and a printer in each class in grades 2 through 5. Stanford Achievement Test scores for students at both schools were analyzed for spring 1991 and spring 1992. For School A, scores for 105 students represented pretest and posttest values, and scores for 231 students in School B served as controls. An analysis of variance was used to test for

This compilation of statistical data on school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in the Standards for School Library Media Programs in Maryland. Arranged alphabetically by local education agencies and schools, data are presented on public school library media collections, including print, nonprint, and equipment resources; public school library print and nonprint collections, including books, periodicals, and nonprint materials; number and percentage of items by school for meeting state collections criteria; public school library equipment collections, including computer, photographic/video, microform, and audio equipment; number of schools meeting state staffing criteria; system level grand total collections; system level print and nonprint collections; system level equipment collections; system level library media center professional and support personnel; cost of textbooks and library books; school library media services budgets; school library media resources and instructional materials and equipment as reported in ECIA (Education Consolidation and Improvement Act) chapter II applications and state budget reports; services provided by the State Media Services Center; nonpublic school library media collections; nonpublic school library print and nonprint collections; nonpublic school library equipment collections; institutional library media collections; number and percentage of items by institution for meeting state collections criteria; and number of institutional schools meeting state staffing criteria. (KRN)

ED 354 893 IR 054 398

Bailey, Gail C., Comp.; Hardy, Rose Mary, Comp.
Facts about Maryland's School Library Media Programs, 1989-90.
PUB DATE- 90
NOTE- 499p.; For the 1988-89 report, see IR 054 397.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Evaluation Criteria; Institutional Schools; *Learning Resources Centers; *Library Collections; *Library Personnel; Library Services; Library Standards; Library Statistics; Media Specialists; Microcomputers; Private Schools; Public Schools; School Districts; *School Libraries; State Departments of Education; Video Equipment
IDENTIFIERS- *Maryland

This compilation of statistical data on school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in the Standards for School Library Media Programs in Maryland. Arranged alphabetically by local education agencies and schools, data are presented on public school library media collections, including print, nonprint, and equipment resources; public school library print and nonprint collections, including books, periodicals, and nonprint materials; number and percentage of items by school for meeting state collections criteria; public school library equipment collections, including computer, video, microform, and audio equipment; number of schools meeting state staffing criteria; system level grand total collections; system level print and nonprint collections; system level equipment collections; system level library media center professional and support personnel; cost of textbooks and library books; school library media services budgets; school library media resources included.) (Author/SLD)

ED 354 912 IR 054 497

Leuthaeuser, Judith Brunner
Informational Graphics in the Public Library.
PUB DATE- Nov 92
NOTE- 40p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Aesthetic Values; Check Lists; Evaluation Criteria; *Graphic Arts; Instructional Materials; *Library Facilities; Library Planning; Library Services; *Public Libraries; Readability; Reliability; *Signs; Users (Information)
IDENTIFIERS- Legibility; *Lorain County Public Libraries OH; Posters; Public Library Association

Many public libraries in the United States have undertaken the planning process suggested by the Public Library Association. They have incorporated into their mission statements some of the Association's eight basic library service roles as local priorities. This study explored the relationship between the chosen service role of 12 public library facilities in Lorain County (Ohio) and the quality of the informational graphics used by the libraries. Criteria for assessment were established, based on published standards for informational graphics in public buildings. A checklist developed from these criteria was used to measure the quality of signs and displays in each library, noting the quality of particular types of graphics and the quality of graphics in six service areas at each site. Types of graphics studied were those used for orientation, direction, identification, and instruction in a public library setting. Design elements observed include legibility, visibility, readability, consistency, and aesthetics. Observational data were then compared with the mission statements of these libraries to determine if any relationship existed between graphics quality and the stated priorities for service. Results indicate that for these libraries, choices of particular service roles have no discernible effect on the quality of the information graphics. Three tables present study findings; and four appendixes contain additional information about service roles, criteria, and the checklist. (Contains 28 references.) (SLD)

ED 354 913 IR 054 499

Kozup, Peter C.
Major Issues in Prison Librarianship: A Case Study of Three Libraries.
PUB DATE- Nov 92
NOTE- 70p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administration; Case Studies; Censorship; *Correctional Education; Interviews; *Librarians; Library Materials; Library Personnel; Library Role; Library Services; Personality Traits; Prisoners; *Prison Libraries; Questionnaires; Selection; *Users (Information)

Three prison librarians were interviewed about the ways they handle major issues in their libraries. Two of the three librarians were females and one was male; one was Caucasian, one was Afro-American, and one was of Asian descent. A case

Evaluation Methods; Longitudinal Studies; National Surveys; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Research Design; *School Effectiveness; Student Attitudes; Student Development; Tables (Data); *Test Validity; Two Year Colleges; Two Year College Students
IDENTIFIERS- College Outcomes Survey; Collegiate Assessment of Academic Proficiency

In order to evaluate the validity of outcomes assessment at two-year colleges, the American College Testing (ACT) Program developed "Project Cooperation." Institutions participating in the project administered tests and surveys to measure changes in students' cognitive abilities over time and record student feedback, and reported the data along with curricula and student transcript information to ACT. In addition, ACT developed an achievement index and a planning/test content form to help institutions develop the best research design and match course objectives with test objectives. To measure cognitive outcomes, 78 colleges applied the Collegiate Assessment of Academic Proficiency (CAAP) test to freshmen in 1989 and 1990 and again to the same students in 1992. To gather student feedback, 72 participating institutions administered the College Outcomes Survey (COS) in spring 1992. The COS includes sections on student background, college outcomes or goals, student evaluation of the importance of each outcome/goal, student progress in all areas, and student satisfaction. While many institutions failed to achieve the minimum number of 100 matched records of students' cognitive outcomes and transcripts, results of the assessment of student feedback included the following: (1) acquiring knowledge and skills in an area of specialization ranked as the highest goal and as the area of most progress; (2) students responded positively towards colleges' general education programs; and (3) the areas of highest satisfaction were class size and response to older and nontraditional students. Extensive appendixes provide the CAAP planning form, principles for use of the CAAP in outcomes assessment, the COS, and the full Project Cooperation Community College Composite of the College Outcome Survey Report. (MAB)

ED 354 931 JC 930 099

Jones, Janis Cox; And Others
Beyond Accountability: Building a Model for Institutional Effectiveness.
PUB DATE- Nov 92
NOTE- 40p.; Paper presented at the Annual Conference of the Community College League of California (Irvine, CA, November 19-21, 1992) and at the Annual Conference of the California Association for Institutional Research (Ontario, CA, November 5-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Community Colleges; Database Management Systems; *Databases; Data Collection; Educational Legislation; *Educational Research; Educational Trends; Followup Studies; *Information Utilization; Models; *Organizational Effectiveness; Outcomes of Education; Program Evaluation; *Research Methodology; School Surveys; Student Characteristics; Two Year Colleges
IDENTIFIERS- *California

In response to legislative mandates calling on educational

The Institutional Functioning Survey (IFS) is a self-administered, anonymous questionnaire designed to assess how different employee groups at an educational institution perceive their institution. In October 1989, the IFS was distributed to all 63 full-time faculty, 131 part-time faculty, and 12 administrators at the College of the Canyons (CC) in Valencia, California. A total of 73 questionnaires were returned for a response rate of 35.4%. The IFS utilizes 132 multiple-choice items to assess the following 11 institutional areas: intellectual and aesthetic stimulation outside of the classroom; academic and personal freedom; human diversity; concern for improvement of society; concern for undergraduate learning; democratic governance; meeting local needs; self-study and planning; concern for advancing knowledge; concern for innovation; and the institutional "esprit," defined as a sense of shared purpose and high morale among faculty and administrators. Results of the survey at CC were compared with a normative group of 21 community colleges nationwide. Study results included the following: (1) the greatest difference between CC and the normative group was on the institutional esprit scale, in which CC showed significantly higher scores; (2) CC also exhibited higher than normative scores in democratic governance and planning; (3) while the human diversity score at CC was lower than the norm, this could be the result of a more homogeneous campus community; (4) full-time faculty at CC gave higher ratings on planning and personal freedom than did part-time faculty; and (5) CC administrators rated democratic governance and innovation more highly than did full-time faculty. (PAA)

ED 354 947 JC 930 117

Registered Nursing Alumni Survey.
PUB DATE- Nov 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Graduates; Community Colleges; Grade Point Average; *Graduate Surveys; *Nurses; Nursing Education; Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *College of the Canyons CA

In May 1991, College of the Canyons (CC) in Valencia, California, conducted a survey of 35 former students who had completed the Registered Nursing program in December 1990 to elicit information on their educational experiences and subsequent employment. Responses were received from 25 former students for a 71% response rate. Study findings included the following: (1) 96% of the respondents said that if they were starting college over again, they would select a Nursing major; (2) 92% of the respondents indicated that when they originally enrolled, CC was their first choice; (3) 36% of the respondents cited "location" as their primary reason for attending CC, while 32% cited the "quality of the nursing program"; (4) 44% of the respondents said that they were primarily enrolled full-time, while another 44% indicated that they had been enrolled for less than 12 units per term at CC; (5) 40% of the respondents indicated that while at CC, they had spent 4 to 10 hours each week studying or preparing for classes, while another 36% reported spending 11 to 15 hours each week; (6) 32% of the

An overview is provided of the limited body of research on the transfer of learning between reading and writing in mature adults. First, the paper traces the development of models portraying generalization between reading and writing, beginning with a discussion of audio-lingual theory, which hypothesizes that language is learned through a receptive mode (listening) then transferred to an expressive mode (speaking). Subsequent studies speculating that this model would extend to the transfer of learning between reading and writing are also described. After reviewing a number of atheoretical studies that tested transfer from writing to reading, the paper considers research that elucidated reading as a generative, active process and the subsequent development of interactive models that portrayed reading and writing as similar activities with learning transferring freely between the two processes. The Thoughtful Reader Model, which portrays reading and writing processes in terms of the work of a monitor, planner, composer, and editor, is explained. Next, studies focusing on the value of planning, composing, and editing activities are reviewed. Finally, the curricular implications of interactive models are discussed. A 30-item bibliography is included. (MAB)

ED 354 963 JC 930 135

Kitchens, Anita N.; And Others
Left Brain/Right Brain Theory: Implications for Developmental Math Instruction.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; College Students; Higher Education; *Lateral Dominance; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; Mathematics Skills; Theory Practice Relationship; Thinking Skills

Perhaps the most dramatic failure in postsecondary education has been in the teaching of mathematical skills. The different functions of the right and left hemispheres of the brain require different approaches to education. Due to their emphasis on language and verbal processing, schools have failed to give adequate stimulation to the right side of the brain and thus tend to discriminate against right brain (RB) dominant students. Many students show a preferred RB (intuitive) thinking style and consequently have struggled in school because their thinking style did not conform to typical left brain (LB) or logic-based instruction and testing. LB dominant students were generally successful in algebra, while RB students tended to succeed in classes involving trigonometry, conics, vectors, and complex numbers. Findings of one study show that in a beginning calculus course, 70% of unsuccessful students were LB, even though there was no significant difference in successful LB versus RB students. Although there has been research which casts doubt upon the validity of the LB/RB distinction, it is clear that students approach problem solving from either an intuitive or logical point of view, and educators must accommodate both learning styles. Instructors must teach students the difference between LB and RB styles of thinking. They should show how different thinking styles could have led to negative classroom experiences which in turn could be at least partly responsible for a difficulty in learning math. A list of 25 references is included. (MAB)

IDENTIFIERS- Sweden; United Nations; *United Nations Convention on Rights of the Child

This paper discusses the United Nations' Convention on the Rights of the Child, which was adopted in 1989 and, over the next approximately 3 years, was ratified by 117 member countries. After a brief historical overview of children's rights, the paper presents a summary and analysis of the Convention's preamble, which states the preconditions of the convention and sets out guidelines for interpreting the convention, and articles of the convention. The articles include 41 substantial texts which are divided into three groups of articles which deal with: (1) provision for children's rights to survival and development; (2) protection of children from separation from their family, exploitation, and violence; and (3) children's participation in decisions that affect their lives. The convention also included four articles that concern the implementation of the convention, and nine articles that outline the conditions under which the convention will enter into force. Several articles that are especially important are discussed in greater detail. Sweden's responsibility as a ratifying nation is discussed, and suggestions for improving the standards and adding new articles are offered. (MM)

ED 354 981 PS 020 772

Galinsky, Ellen
The Private Sector as a Partner in Early Care and Education.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Business Responsibility; Community Involvement; *Corporate Support; Early Childhood Education; *Employer Employee Relationship; *Employer Supported Day Care
IDENTIFIERS- Business Role

Although some businesses have provided employer-supported child care for decades, these efforts have been exceptional rather than part of a mainstream effort. Obstacles to employer-supported child care in the early 1980s included: (1) the view that work and family were separate; (2) negative perceptions of women's increased involvement in the world of business; and (3) assumptions by businesses that involvement in child care would mean the creation of on-site centers. Characteristics common to "trailblazing" corporations that provided their employees with child care options in the early 1980s included large company size; labor shortages in essential personnel, such as nurses, clerical workers, or highly skilled employees such as scientists; production of a product or service that was related to family needs; competitive pressure; location; workforce characteristics such as age, the proportion of female employees, and unionization; economic health; and the presence of child care advocates in mid- or upper-mangement. The number of corporations interested in child care and other work and family issues has expanded; however, these companies do not seem to share the identifying characteristics of their trailblazing predecessors. Present corporations have limited their involvement to: (1) a focus on work and family; (2) an executive-level commitment to work and family policies and the view that such a commitment is a business issue; (3) an emerging integrated approach to care; (4) an emphasis on flexible work schedules; (5) the recognition that company

Student Characteristics; Teaching Methods
IDENTIFIERS- Council for Basic Education; *School Culture

Based on principles of the Council for Basic Education, this book outlines a curriculum and pedagogy for an elementary school which would prepare children for national fourth grade examinations. The book is divided into six sections. The first section examines the background of elementary school students in the 1990s and presents ways for schools to deal with the consequences of students' backgrounds. The second section expounds four important principles upon which the curriculum is based and explains why these principles are fundamental. The third section presents the curriculum contents for the following subjects: literature; mathematics; science; history and geography; the arts; and foreign languages. In the fourth section, eight conditions that must be met if all students in all elementary schools are to master the curriculum are discussed. The fifth section describes a classroom in which the recommended curriculum is used, and provides a commentary to explain how classroom activities translate the principles and the curriculum. Recommendations for action for administrators, parents, teachers, and legislators are listed in the fifth section. (MM)

ED 355 001 PS 021 106

Guides for the National Observance of Children's Sabbaths: Christian, Catholic, and Jewish Guides.
PUB DATE- 92
NOTE- 143p.; Three separately published booklets, each based on a different region, but all on the same topic, have been combined here.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholics; *Child Advocacy; Child Health; *Childhood Needs; Child Welfare; *Christianity; Church Programs; Community Services; Cultural Activities; *Instructional Materials; *Judaism; Newsletters; Poverty; Religious Education; Religious Organizations
IDENTIFIERS- *National Observance of Childrens Sabbaths; Worship Services

These three booklets were designed to help Christian, Catholic, and Jewish congregations and parishes participate in the National Observance of Children's Sabbaths on October 16-18, 1992. During the Children's Sabbath, religious services and programs focus on the needs of children and ways in which the religious community can help meet those needs. Each booklet in the set is geared toward a different faith: "A Little Child Shall Lead Us. A Christian Guide"; "Our Banavikh, Our Bonayikh. A Jewish Guide"; and "Hear Their Cry. A Catholic Guide." Booklets contain sections on: (1) suggestions for organizing, including ideas for promotion, newsletter inserts, and news releases; (2) suggestions and resources for the worship service; (3) activity suggestions for children, adults, and individuals of all ages; (4) follow-up activities for education, service, and advocacy; and (5) background information in the areas of maternal and child health, early childhood development, and family poverty. Appendixes in each booklet provide lists of organizations and resources for child advocacy. (MM) sites; and (6) encourage business and school partnerships. In the area of infant and prenatal care, child care professionals can work to ensure prenatal care; focus on minority males when they are infants and toddlers; teach young boys about babies; help prevent unwanted pregnancies; provide partnering help for mothers in labor; organize outreach home visitation programs throughout the nation; attach health care centers to child care centers; work with the boyfriends of pregnant girls; teach child development skills to workers in the Women, Infants, and Children (WIC) program; and support federal tracking of fathers for child support. In addition, worthy wages for child care workers should be championed. Political involvement is needed to promote the quality of life for children in America. (MM)

ED 355 021 PS 021 195

Shaughnessy, Michael F.
The Parent Teacher Conference.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; Parent Participation; Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Parent Needs; Professional Behavior

Teachers can follow several guidelines for conducting productive parent-teacher conferences. These include: (1) respecting the parents; (2) being patient; (3) avoiding the use of jargon; (4) discussing the importance of homework and independent reading; (5) establishing a friendly atmosphere; (6) discussing reading and television viewing habits; and (7) encouraging parents to become involved in Parent Teacher Association activities. To prepare for the conference, teachers can anticipate questions that parents might ask. Parents can make notes about information they feel the teacher should know about the student; write down their questions about their child's progress; and reflect on their attitudes towards their child's education. Teachers should recognize that some parents have time constraints that limit their ability to come to school for a conference. In these cases, teachers can use the telephone or suggest a variety of alternative meeting times and places. A self-inventory that parents can use before and after the conference is included. (MM)

ED 355 022 PS 021 196

Lisosky, Joanne M.
"I Can Draw a Happy Face for You": Coping Strategies of Homeless Children.
PUB DATE- Oct 92
NOTE- 43p.; Paper presented at the Annual Speech Communication Association Convention (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Childrens Art; Communication

encourage children's decision making, provide a framework for integrated learning, use a project approach to facilitate cooperative learning, and organize work through themes and units. Teachers can foster children's problem solving by providing enlarged blocks of learning time, rearranging classroom spaces to facilitate cooperation, and providing a variety of materials for children's use. A model of problem solving in an early childhood classroom involves four steps: (1) identifying the problem; (2) brainstorming solutions; (3) choosing and implementing one solution; and (4) evaluating the solution used. In order to determine whether a particular problem is appropriate for children, teachers can ask whether the problem is interesting, can be solved at a variety of levels, requires new decisions to be made, and requires a solution that can be evaluated. Encouraging children's problem solving in these ways equips them with a lifelong skill useful in all areas of learning. (BC)

ED 355 041 PS 021 246

Katz, Lilian G.
Multiple Perspectives on the Quality of Early Childhood Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Attitudes; *Collegiality; *Early Childhood Education; *Educational Quality; *Parent School Relationship; Parent Teacher Cooperation; *Program Evaluation; Standards
IDENTIFIERS- *Caregiver Attitudes; ERIC Digests; Sponsors

This digest considers quality in early childhood programs from four perspectives. The top-down perspective, or adults' perspective, on program quality takes into account such program characteristics as adult-child ratio, staff qualifications, and health and hygiene procedures. The bottom-up perspective, or the children's perspective, hinges on whether the children feel welcome rather than captured, accepted rather than neglected by adults or rejected by peers, and whether they find their experiences meaningful rather than boring. Children's feelings about these matters are partly dependent on caregivers' and teachers' practices. A third perspective on assessing program quality is the outside-inside perspective, which considers the quality of relationships among parents and staff, and parents' and staff's goals and values for the children in the program. Finally, the inside perspective on quality examines relationships between staff members, between parents and staff, and between staff and the program sponsor. Each of these four perspectives contributes in a different way to overall assessment of program quality. (BC)

ED 355 042 PS 021 247

Goetz, Kathryn, Ed.
Programs to Strengthen Families: A Resource Guide. Third Edition.
PUB DATE- 92
NOTE- 204p.
LANGUAGE- English

*Federal Indian Relationship; Higher Education; Language Maintenance; *Language of Instruction; Navajo; Teacher Education; *Tribally Controlled Education
IDENTIFIERS- Bilingual Education Act 1968; Empowerment; Hualapai; *Language Policy

In the past 25 years, American Indian education has undergone tremendous changes in both content (curriculum and pedagogy) and context (institutional framework). Centered on the issue of control, changes at both levels have resulted from a dynamic interplay between federal language policy and local initiatives. The federal Bilingual Education Act (BEA) of 1968 (Title VII) supported nearly 70 Native American projects by 1978. The Rough Rock Demonstration School on the Navajo Reservation was the first Indian-controlled school to teach through and about the Native language and culture. Title VII grants supported Rough Rock and other Navajo schools in forming a center to produce Navajo instructional materials. The program brought university courses directly to Rough Rock, facilitating the certification of large numbers of Navajo teachers. For smaller indigenous groups, bilingual programs such as the Hualapai project at Peach Springs (Arizona) public school not only improved the education of Indian children, but also halted the process of language extinction and generated major structural transformations in Indian education. BEA funds also fostered the evolution of 16 multifunctional resource centers, which have grown into a national university-based network providing training and technical assistance to Indian bilingual programs. There is now a political power base in this cadre of Indian education professionals. It is influencing local-level curricular change, tribal language policies, and federal policies. Contains 38 references. (SV)

ED 355 061 RC 019 000

Confronting the Impact of Alcohol Labeling and Marketing on Native American Health and Culture. Hearing before the Select Committee on Children, Youth and Families. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 19 May 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Alcoholic Beverages; American Indian Culture; *American Indians; At Risk Persons; *Consumer Protection; Elementary Secondary Education; Hearings; *Marketing; Postsecondary Education; Public Health; *Youth Problems
IDENTIFIERS- Congress 102nd; *Native Americans

A congressional hearing examined the effects of alcohol labeling and marketing on Native American health and culture. The focus of the hearing was on "Crazy Horse" malt liquor, a product named for the spiritual and political leader of the Native American Sioux. Following opening remarks by presiding committee chairwoman, Patricia Schroeder, the brewery in question, by letter, objected to not being allowed to participate in the hearing and denied the allegation of targeting Native Americans in marketing its product. A fact sheet provides information on the following issues: (1) alcohol as a major cause of disease, injury, and death among Native Americans; (2) the high rate of alcohol use among Native American youth and problems associated with alcohol use such as driving under the influence, increased sexual behavior, and a high suicide rate among Native Americans; (3) the importance of

IDENTIFIERS- *Culture Based Curriculum; *Saint Paul Public Schools MN

Many American Indian youth confront a choice of forfeiting their cultural heritage in favor of academic achievement. The newly established American Indian Magnet School in St. Paul (Minnesota) addresses this issue by integrating American Indian methodology and ideology across all curriculum areas through effective teaching and sensitivity to learning styles of all students. The school serves 300 Indian and non-Indian students in Grades K-8, and uses cooperative teaching methods, whole language instruction, multicultural literature, and noncompetitive assessment methods. The school provided action research to rediscover the teaching and child-rearing practices of traditional Native peoples and to blend "practice into theory." This paper also discusses: (1) characteristics needed by teachers of Indian students; (2) elements of a teacher education curriculum that espouses a culturally responsible pedagogy for Indian children; (3) recommendations for classroom techniques; (4) the importance of language preservation programs; (5) the debate over the form of Native language instruction; (6) "cultural literacy" and the literary canon versus multicultural education; (7) matching teaching and learning styles; (8) American Indian Studies programs; and (9) developing links between school and tribal community. (Contains 18 references.) (SV)

ED 355 080 RC 019 061

Partnow, Patricia H.
Curriculum Writers' Guide: Writing Alaska Studies Materials for Alaska Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 50p.; A product of Alaska Native Education and Technical Assistance Center VI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Education; *Cultural Education; *Curriculum Development; Elementary Secondary Education; Intercultural Communication; Lesson Plans; *Multicultural Education; Units of Study
IDENTIFIERS- *Alaska

As interest in Alaska studies increases, a number of Alaska school districts have begun to develop materials specific to the cultures of their students. Designed specifically for Alaska districts, this curriculum development guide addresses the content and format of multicultural curriculum and the process of incorporation into a district's overall curriculum. The guide is divided into sections, each detailing a step in the development process. The planning section discusses the school district's commitment to the process; statement of the program's educational goals; four common approaches to ethnic studies; linking the planned curriculum with the district's scope and sequence document; and dividing the development process into stages and manageable tasks. The research section covers pre-interview groundwork in the literature and archival materials, the role of elders in the research, practical and legal details pertaining to interviews, interviewing techniques, and analyzing and validating oral information. The section on designing and writing lesson plans discusses

Bodenhausen, Judith
Using Cognitive Research to Turn a High School 'Remedial' Mathematics Program Inside-Out: A Teacher's Perspective.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Cognitive Development; Cognitive Style; Computation; Context Effect; High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Remedial Mathematics; Secondary School Mathematics; Student Attitudes; Student Behavior; *Teaching Methods; Thinking Skills
IDENTIFIERS- Mathematics Education Research

The "Thinking Mathematics" approach to teaching is guided by two ideas: (1) that learning requires knowledge upon which new problems and situations are interpreted and (2) that mathematics skills are applied in context. This paper reports research that examined whether teaching mathematics students in high school remedial classes can be improved by applying the Thinking Mathematics approach. The teacher as researcher technique was employed in which the researcher examined how the research applied to teaching her own ninth-grade remedial classes in an urban high school with a multi-ethnic, multicultural student body over a 3-year period of time. In addition, observations of and discussions with colleagues teaching similar classes applying cognitive research were employed. Students scores on pre- and post-tests based on the district's proficiency exam were compared to those of students in similar classes and the students of the pre-study year. Two aspects of the teaching approach were described. First, warmups designed to help students develop number sense and skills in counting, estimation, proportional reasoning, mental mathematics, and properties were employed to begin each day. Secondly, situational problems on which primary instruction was based are presented and discussed. Results indicated that the percentage of students in the research classes passing the proficiency exam was 3 times that of students in comparison classes (16% to 48%). Student self-esteem concerning their mathematical ability rose significantly, student attendance was significantly better, and discipline referrals were significantly fewer. While recognizing flaws in the research design, the findings support the applicability of cognitive research to high school remedial mathematics classes. (Contains 52 references.) (MDH)

ED 355 097 SE 053 274

Yeatts, Karol
Manipulatives: Motivating Mathematics.
PUB DATE- 91
NOTE- 25p.; Part of the Impact II Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; Instructional Materials; *Learning Activities; *Manipulative Materials; Mathematics Education;

Education collects and analyzes data on the program, and (4) how the various federal agencies sponsoring math and science education programs coordinate their efforts. The report concludes that the predominately short-term math and science training provided by the Eisenhower state grant program at the district level may not contribute significantly to achieving the national goal. Experts believe major changes in curriculums, instructional methods, and teacher expertise in math and science will be necessary to achieve the goal. Education program officials and experts believe that the Eisenhower program, which funds a significant amount of short-term training, cannot be expected to produce major changes. Nonetheless, many of the educators and experts see the program, as currently implemented, as very useful for several reasons. For many school districts, the Eisenhower program is the only source of funds for math and science training. Although short-term training may not cause significant changes in teaching, it can play an important role in enhancing teachers' awareness of new knowledge and teaching methods. Also, the program provides the flexibility for districts to provide various training programs to accommodate different teacher training needs. About 17 percent of the school districts did not apply for funds for the 1989-90 school year even thought they were eligible. Many of these districts would have received very small funding amounts, which they did not believe would be worth the time and resources needed to apply for and report on the grants. Current data are not available to allow policy makers to assess the impact of the Eisenhower program. Education has been slow to collect and analyze the state reports to be used to fulfill this requirement. In addition, the state reports have been found to have many errors, format inconsistencies, and variations in the amount and quality of information reported. The appendices--half of the document report: (1) the scope and methodology to determine how funds were spent; (2) the allocation of funds; (3) how funds were used; (4) lengths of training provided by participating districts by state (school year 1989-90); (5) school district participtation by state; (6) comments on the draft report from the Department of Education; and (7) a list of the major contributors to the report. (MDH)

ED 355 116 SE 053 483

Guidelines for Teaching Algebra I-II.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Educational Objectives; *Learning Activities; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; *Problem Solving; Secondary Education; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- *Texas

This document was designed to help teachers and other school district personnel plan and teach Algebra I and Algebra II in the junior high and high schools. An overview of the Algebra I and Algebra II courses presents the philosophy of algebra instruction for Texas schools, the expected use of technology in mathematics instruction, teacher requirements, and course prerequisites and credits. The following two sections describe the Algebra I and Algebra II courses. The Algebra I course can be offered to students in grades 7 or 8 that are adequately taken a geography course? At what age should children start learning geography? List the areas of the social studies/geography curriculum in which you feel staff development would be most worthwhile. Among the conclusions of the study were that newly-hired teachers had a better background in geography than experienced teachers; teachers did not seem to enjoy teaching social studies as much as other curriculum areas; and staff development needed to be centered around creative activities for teaching geographic concepts. (DB)

ED 355 135 SO 022 675

Lynn, Karen
A World History Sub-Unit: Teaching about Turkey.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Multicultural Education; Student Journals; Units of Study; *World History
IDENTIFIERS- *Turkey

This document is a sub-unit teaching plan for world history teachers who want to use multicultural concepts in the world history curriculum. The objective explored includes a student response to the Turkish question of "Who are we"? Teacher preparation involves defining social and cultural roots and outlining periods of Turkish history. Through group or independent research, students select a focused study (Cappadocia, The Seljuka, The Ottomans, Suleyman the Magnificent, Topkapi Palace and Dolmabahce Palace, Turkish Arts, or Contemporary Turkey). The teacher guides the students by offering names, dates, places, and cultural groups as found in this unit, for each focused study, instructing the students to identify why they chose the particular focused study. Students keep a log or process journal describing their efforts and thoughts. Presentation of the findings can be oral or written. Upon completion of all the findings, students complete the final evaluation question, incorporating information shared as well as personal observation/determination. (Author/LBG)

ED 355 136 SO 022 739

Briere, Elaine; Gage, Susan
The Indonesia Kit. A Study Kit.
SPONS. AGENCY- Canadian Catholic Organization for Development and Peace.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Developing Nations; Environmental Education; Foreign Countries; Higher Education; *International Relations; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- Canada; *Global Education; *Indonesia

This document is designed for Canadians interested in the South Pacific island chain nation of Indonesia. The kit includes information, photographs, and illustrations concerning

Ginn (SBG) "World of Music" elementary music textbook series and in particular critiques the materials for grades 1-6. The study was guided by a large set of framing questions requiring a detailed examination of the series' goals, rationale, and structure; content selection, organization, and emphasis; the coherence of content explication in the student text; suggestions made to teacher-users about the kinds of teaching, learning, and classroom discourse that should occur; the nature of the activities and assignments provided and/or suggested in the text lessons and ancillary materials; and the purposes and nature of assessment and evaluation of student learning that was provided and recommended. Silver Burdett & Ginn is a publisher with a long, respected history in publishing music textbooks. Perhaps by trying to be all things to all people, the 1988 edition of "World of Music" failed to provide a coherent vision of music education and what teaching/learning for musical understanding could look like and entail. This detailed critique points out the numerous ways in which the possibilities for meaningful learning in music were thwarted at almost every turn without a compelling vision to guide teachers and students along the way. A list of 35 references is included and 3 appendices are attached. Appendix A provides the framing questions used in the study; Appendix B contains a transcript of the original notes and summary comments on the Activity Sheets for grades 2 and 5; and Appendix C contains the original notes and summary of the assessment and evaluation. (Author/LBG)

ED 355 156 SO 022 984

VanSledright, Bruce A.; And Others
Fifth-Graders' Ideas about Native Americans Expressed before and after Studying Them within a U.S. History Course. Elementary Subjects Center Series No. 77.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 104p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian History; Curriculum Research; Elementary School Students; European History; *Grade 5; Intermediate Grades; Outcomes of Education; *Social Studies; Student Attitudes; Student Development; Tribes; *United States History; Units of Study
IDENTIFIERS- Michigan; *Native Americans

Prior to a curriculum unit on Native Americans in a U.S. history course, three classes of fifth graders stated what they knew or believed they knew about these people and what they wanted to learn about them. After the unit, they reported what they had learned. In addition, a stratified sample of 10 students was interviewed concerning the details of their thinking about several key subtopics. The data indicated that the students entered the unit already having made progress in moving beyond the developmentally primitive, negative and cartoon-like stereotypes of Indians that have been observed in preschool and early primary grade students. Due in particular to what they had learned about Michigan tribes during a fourth grade Michigan history unit, the students had acquired both some admiration for and some knowledge about Native American customs as adaptations to life in the wilderness. This fifth grade unit expanded and differentiated the students' knowledge by teaching them about five main tribal groups who lived in different parts of the continent and had contrasting customs. The students had

*Teacher Education Programs
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; Professional Development Schools; *Reform Efforts

This paper addresses the basic critical elements of teacher education reform and describes a rigorous university teacher education professional school and program which not only prepares future teachers in academics, pedagogy, and technology, but also prepares them to become productive participants in a changing society. The paper argues that the mission of a professional school of education must include emphasis on excellence in teaching, scholarly activities, faculty involvement with public schools, and generation and dissemination of new knowledge. Professional schools of education must form coalitions not only with the arts and sciences faculty but also with external groups, such as school districts, local businesses, community organizations, and state education agencies. Through these coalitions the school of education will be able to address such concerns as career education; inservice education; access to technology; recruitment; student selection, advisement, and evaluation; governance; alternative certification; and university responsibility to commitment of resources. The curriculum of a professional school of education must be grounded in a liberal education of which essential elements are critical inquiry, professional and content knowledge, communication, and social awareness and justice. For the field experience phases, the school of education would form a partnership with the public schools in the form of a clinical school. An appendix provides a 14-page report, "Historical Background of Teacher Education Reform (1950s-1980s)." (Contains 47 references.) (LL)

ED 355 177 SP 034 008

Smyth, Donna M.
The Kids Just Love Him: A First Year Teacher's Perceptions of How the Workplace Has Affected His Teaching.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; *Context Effect; *Education Work Relationship; Elementary Education; Elementary School Teachers; Higher Education; Organizational Climate; Physical Education Teachers; Preservice Teacher Education; Professional Autonomy; Quality of Working Life; Rural Schools; Social Influences; Teacher Attitudes; Teacher Effectiveness; *Work Environment
IDENTIFIERS- *Perceived Environment; *Reality Orientation

First-year physical educators may abandon the goals promoted in teacher education programs and face "reality shock" in the workplace called school. This case study examines the perceptions of Mr. Miller, a beginning physical education teacher with no formal induction program available to him, and the effect of school culture on his teaching. Data collection methods included observation, formal interviews, informal discussion, and extensive field notes. Results suggest that: (1) like so many physical education teachers, Mr. Miller was allowed great autonomy within his subject area allowing him to adapt his teaching and curriculum; (2) he was deemed successful by the principal, colleagues, and even by himself on the basis

Criteria; *Evaluation Methods; Inservice Teacher Education; Models; Teacher Certification; *Teacher Evaluation; Teaching Experience
IDENTIFIERS- *California New Teacher Project

Finding ways to improve the assessment of beginning teachers is part of an effort to assure that fully certified teachers possess the professional knowledge and skills necessary for competence in contemporary classrooms. Research done by the California New Teacher Project (CNTP) suggests that some knowledge and skills cannot be fully learned in preservice teacher education programs. Following a review of current licensure practices in California and the value of linking teacher support and assessment with each other, this report describes three models of alternative assessment and two options for implementing them. The models are: Research Dissemination and Technical Assistance Model, Program Review with Technical Assistance Model, and Staged Assessment with Technical Assistance Model. The description of each model includes an overview; a discussion of the standards, methods, technical quality, purposes and uses, and advantages and disadvantages of the model; and probable costs of adopting the model. The models draw on findings of the CNTP, particularly the pilot testing of alternative assessment approaches and the initial development of a framework of knowledge, skills, and abilities that teachers can be expected to attain within the first 3 years of full-time teaching. Alternative models for the assessment of beginning teachers would permit individuals to begin a teaching career with the support of experienced teachers and to undergo an assessment that would permit candidates to demonstrate their fitness for teaching in California schools. (LL)

ED 355 195 SP 034 281

Izu, Jo Ann; And Others
Assessment Component of the California New Teacher Project: Evaluation of Existing Teacher Assessment Practices.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Feb 92
NOTE- 246p.; For related documents, see ED 323 197, ED 342 761, and SP 034 278-282.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Board of Education Policy; *College Outcomes Assessment; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Evaluation Research; Higher Education; Inservice Teacher Education; *Needs Assessment; Policy Formation; Preservice Teacher Education; Research Design; *State Standards; Teacher Certification; *Teacher Evaluation
IDENTIFIERS- *Assessments of Performance in Teaching; *California New Teacher Project; Knowledge Base for Teaching; Reform Efforts

This document reports on the third year of the assessment component of the California New Teacher Project (CNTP). In the first 2 years, research focused on pilot testing innovative forms of new teacher assessment. Part of the third year study was a careful review of the state of assessment practices in California. The study was designed to yield information about existing assessment practices at the college and university level, the local school district level, and the State level within the context of the legal, social, and economic situation facing California educational systems and to provide

PUB DATE- 4 Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, Canada, March 4-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; Content Validity; *English (Second Language); *Language Proficiency; *Language Tests; Reading Ability; Scores; Second Language Learning; *Test Interpretation; *Test Reliability; *Test Validity
IDENTIFIERS- ACTFL Descriptive Scale for Reading; International English Language Testing System; Test of English as a Foreign Language

This paper discusses research conducted in the spring of 1991 that measured the relationship of reading subtest scores to teacher ratings of students' reading abilities. Sixty-eight advanced-level students in an intensive English program took an institutional version of the Test of English as a Foreign Language (TOEFL) and a specimen reading module of the International English Language Testing System battery. The students' reading abilities were assessed by their teachers, using a scale devised by the American Council on the Teaching of Foreign Languages. Reliability estimates were obtained and correlations were run. The research tested the hypothesis that the results of a reading test for academic purposes, based on current theories of test design and construction, would correlate better with teacher observations than would results of a more traditional test (the TOEFL). Data analysis indicated instead that each of the tests correlated moderately well with teacher observations. Although somewhat different patterns of correlations occurred with graduate versus undergraduate students, and with natural sciences majors versus arts and social sciences majors, most differences were not statistically significant. (KM)

ED 354 759 FL 020 964

Sanders, Margaret
Language Learning in French Immersion Classrooms in the Transition Year: Information for Language Learning Teachers.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *English (Second Language); Foreign Countries; French; *French Canadians; *Immersion Programs; Language Teachers; Lesson Plans; Parent Participation; Second Language Instruction; Second Language Learning; Teaching Guides; Teaching Methods; Transfer of Training; *Transitional Programs; Written Language
IDENTIFIERS- *Canada; *French Language Schools

This handbook is designed to help teachers of French Canadian immersion students plan effective language learning experiences for their students in the transition year to English instruction. In the transition year, French immersion students are first introduced to formal instruction in English. This introduction presents a unique challenge for the teacher. When introducing formal English language instruction, the teacher must understand that language learning is language learning, regardless of language use. The students' ability to use improve their performance. Contains 11 references. (LB)

ED 354 777 FL 020 997

Dauer, Rebecca M.; Browne, Sandra C.
Teaching the Pronunciation of Connected Speech.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Connected Discourse; *English (Second Language); Grammar; *Language Patterns; *Language Rhythm; Listening Comprehension; *Pronunciation Instruction; Second Language Instruction; Skill Development; *Speech Skills

It is proposed that the target for teaching pronunciation in English as a Second Language must be the authentic, connected speech that is used by most native speakers, not an artificial and over-correct model too closely tied to the writing system, a different modality entirely. In English, this means learning the language's rhythmic patterns to make hypotheses about where words begin and end. Students can dramatically improve their overall rhythm of English and thus their intelligibility by: (1) shortening function words; (2) linking words together; (3) pronouncing /t/ and /d/ authentically; and (4) pronouncing final consonant groups. Detailed techniques for teaching these areas of pronunciation are outlined. It is claimed that use of these techniques for individualized pronunciation instruction has resulted in noticeable improvement in intelligibility, grammar, confidence, and listening comprehension. (MSE)

ED 354 778 FL 020 998

The New Senior High School French as a Second Language Program: Questions and Answers.
PUB DATE- Oct 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Administrative Policy; Admission Criteria; Articulation (Education); Behavioral Objectives; College Admission; Cultural Awareness; *Curriculum Design; Difficulty Level; Educational Objectives; Foreign Countries; *French; Graduation Requirements; Higher Education; High Schools; Information Sources; Inservice Teacher Education; Language Skills; *Language Teachers; Learning Strategies; *Program Implementation; School Registration; *Second Language Programs; Teacher Qualifications
IDENTIFIERS- *Alberta

Information is offered, in question-and-answer format, on the design, objectives, standards, and procedures for the revised French second language program to be offered in Alberta's (Canada) high schools. The new program consists of 3 well-defined levels of competency: beginning, intermediate, and advanced. Learner expectations exist at each level in the areas of experience and communication, cultural knowledge and understanding, use and understanding of the language system, and knowledge and application of learning strategies and

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Assessment; Educational Change; Educational Needs; *Educational Quality; Elementary Secondary Education; Employer Attitudes; High School Graduates; High Schools; High School Students; National Surveys; Parent Attitudes; Standardized Tests; Student Attitudes; Teacher Attitudes

This paper examines: (1) what those who directly employ and educate America's students after they leave high school think of the quality of the U.S. elementary and secondary schools; (2) what recent students and their parents think of the quality of the education they or their children received; and (3) what a cross section of Americans think about the adoption of a common set of national standards of performance for all schools, and whether or not such standards need to be higher than those that now prevail in the schools. The study sought ratings on 15 key attributes of preparedness that are the basic objectives of secondary education and which enable students to perform well on the job or in higher education. Responses (from over 2,000 participants) revealed that employers felt their recent hirees out of high school were borderline in terms of functional literacy and basic functional skills. Employers and educators alike suggest a general lack of student preparation and discipline. Despite the concerns expressed, there was a strong commitment to educational reform on the part of all groups surveyed, including support for tougher standards, and for a higher level of investment. The bulk of the paper consists of tables detailing study findings and the study questionnaires. (GLR)

ED 354 798 HE 026 217

Rand, Richard, Ed.
Logomachia: The Conflict of the Faculties.
PUB DATE- 23 Dec 92
NOTE- 218p.; For "The Conflict of the Faculties," see HE 026 218.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; *College Faculty; Colleges; Conflict Resolution; Essays; *Faculty College Relationship; Higher Education; Humanities; Intellectual Disciplines; Liberal Arts; Philosophy; *Professional Autonomy; Science Curriculum; Universities
IDENTIFIERS- *Kant (Immanuel)

This book provides a collection of papers that address issues central to university ideals: the teaching of values, the role of philosophy and literary studies in their sister disciplines (especially history), the precarious balance between research and teaching, the defense of intellectual autonomy, and the public responsibility of the university. Most of the papers were originally presented at a 1987 symposium and deal either directly or indirectly with the precepts found in Immanuel Kant's long-neglected but seminal book "The Conflict of the Faculties." In this book, written in 1798, Kant presents a schematic proposal for academic freedom and develops a juridical basis for the resolution of intra-university conflicts, and of conflicts between the university and the state, with the state serving at once as the professor's patron and censor. Papers and their authors are as follows: (1) "Mochlos; or, The Conflict of the Faculties" (Jacques Derrida);

York.
SPONS. AGENCY- Adirondack North Country Association, Lake Placid, NY.; State Univ. of New York, Albany. Central Administration.
PUB DATE- Jul 92
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Community Development; Economic Development; *Higher Education; Private Colleges; Program Descriptions; Public Colleges; *Public Service; *Regional Cooperation; *Rural Areas; *School Community Relationship; School Surveys; State Universities
IDENTIFIERS- Adirondack Community College NY; Adirondack North Country Association NY; Clarkson University NY; Fulton Montgomery Community College NY; Herkimer County Community College NY; Jefferson Community College NY; North Country Community College NY; Saint Lawrence University NY; State University of New York Coll at Oswego; State University of New York Coll At Plattsburgh; State University of New York Empire State Coll; Utica college NY

A study was done of the public service programs of the colleges and universities of the Adirondack North Country Association (ANCA) region and how they contribute to the regional development of northern New York State. The study asked the 21 institutions of the ANCA area to respond to a survey seeking information on various aspects of each institution's public service programs. Twenty institutions responded. Results, which are summarized in section 1 of this report, indicated that the institutions regarded public service as very important to their institutional mission, that most institutions provide a wide variety of services to meet diverse community needs, that local communities are the primary focus for most institutions followed by the county in which they are located; that there exists a high degree of interaction between institutions of higher education and their communities, and that ANCA-area colleges and universities significantly contribute to the economic stability of their communities. The second and by far largest section of the report contains campus profiles of the institutions participating in the study. Each profile contains a description of the institution, descriptions of its significant public service activities and its major regional activities, and information on college and community interaction, faculty and staff, students, conferences/workshops/non-credit courses, economic impact, and contact information. (JB)

ED 354 817 HE 026 237

Gentile, Nancy O.; And Others
Post-Doctoral Research Training of Full-Time Faculty in Departments of Medicine.
PUB DATE- 89
NOTE- 227p.; Also supported by a grant from the Richard King Mellon Foundation.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Work Relationship; Experimenter Characteristics; *Graduate Medical Education; Higher Education;

Legislation; *Labor Relations; Nurses; *Professional Personnel; *Publications; Quality of Working Life; Retirement; Sexual Harassment; Teacher Salaries; Tenure

This bibliography, part of an annual accounting of the state-of-the-art in collective bargaining in higher education and the professions, lists research and writings published in 1990. The bibliography is divided into five parts. Part I is devoted to those publications concerned with college and university faculty; subjects include (among others) affirmative action, AIDS (Acquired Immunodeficiency devoted to those publications involving faculty and include the governance, merit pay, quality of worklife, retirement, salaries, tenure and promotion, and sexual harassment. Part II deals with financial assistance that is part of the package, the procedures governance, merit pay, and sexual harassment. Part II deals with professions and professionals and includes publications covering the health care, sports, and nursing professions. A total of 846 items are listed in Parts I and II. Part III provides lists of number are provided. An alphabetical index to financial aid programs is directories. Part IV contains author and subject indexes, and Part V provides a list of acronyms and abbreviations for the various associations, organizations, and other groups concerned with the collective bargaining process in higher education and the professions. (GLR)

ED 354 836 HE 026 256

Mauch, James E.; And Others
Emeritus Rank in Pennsylvania Colleges and Universities: Retiree Perquisites and Privileges.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Aging in Academia; *College Faculty; Colleges; Data Collection; *Faculty College Relationship; Fringe Benefits; Higher Education; Questionnaires; *Retirement; *Retirement Benefits; School Policy; State Universities; Teacher Rights
IDENTIFIERS- *Emeritus Professors; *Pennsylvania

This paper is part of a series of studies designed to ascertain what policies and practices, if any, are currently in effect regarding rights and privileges connected with retirement in higher education. This study sought information about the perquisites furnished to retired higher education faculty in the Commonwealth of Pennsylvania through a questionnaire sent to the state's degree-granting institutions, of which 83 replied for a response rate of 54%. Among the findings, it was determined that: (1) of the 48 rights and privileges listed in the study questionnaire, all but one--the right of retiree associations to use campus rooms--can be found on one or more of the state campuses; (2) the most frequently awarded prerequisites related to encouraging retirees to participate in campus social, organizational, and recreational life; (3) emeriti received more rights and privileges than retired faculty in general; (4) the rights and privileges considered most desirable were related to retaining insurance, opportunities to teach, pre-retirement counseling, and office space; (5) the least desirable rights and privileges included having their own center on campus, having an association of retired faculty, and having representation of the retired faculty on senate and faculty councils; and (6) Pennsylvania institutions of higher education provide fewer perquisites than

PUB DATE- 12 Dec 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Literacy; *Cooperative Learning; Courseware; Curriculum Enrichment; Elementary Secondary Education; *Hypermedia; Models; Online Searching; Research Skills; *Social Studies
IDENTIFIERS- IBM LinkWay; *Louisiana; Multimedia Materials; Screen Format; *Where in Louisiana

The first part of this document is a report describing "Where in Louisiana," a program model using IBM LinkWay (i.e., a multimedia software package providing tools to merge text and graphics) that was created as a cooperative learning activity to enhance and expand state studies. The introductory report discusses ways the model promotes learning, capabilities of LinkWay, and suggested project organization; an address for ordering a free copy of the program on diskette is provided. The second part of the document is a supporting teacher manual which presents beginning LinkWay users with the background to initiate classroom activities or extend this model to other states and regions. Areas of cooperative learning addressed by the model are listed, including: (1) initiating computer literacy; (2) providing relevance to state and local studies; (3) incorporating link-knowledge through design and research activities; (4) and emphasizing cooperative learning through student/teacher and group activities. Instructions for specific LinkWay functions such as creating button icons, folders, and buttons are given; and sample screen displays are included. (ALF)

ED 354 855 IR 015 944

Reilly, Brian
The Negotiations of Group Authorship among Second Graders Using Multimedia Composing Software. Apple Classrooms of Tomorrow.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Cooperation; Cooperative Learning; Educational Research; Elementary School Students; Ethnography; Grade 2; Group Dynamics; Grouping (Instructional Purposes); *Hypermedia; Primary Education; Production Techniques; Qualitative Research; School Business Relationship
IDENTIFIERS- *Apple Classrooms of Tomorrow; *Multimedia Materials

Beginning with a review of relevant literature on learning and computers, this report focuses on a group of five second graders in the process of creating a multimedia presentation for their class. Using "StoryShow," software that combines images, sound, and text, the students took on a variety of production roles. Each one contributed at least one image and sound element to the final composition. Each task the students performed--manipulating hardware or software, choosing images from books or directing other students--was essential to the overall success of the composition, but the role of director, taken on by one girl in the group, became the key to its significant growth for each subtest and the total battery of the achievement test. Findings suggested that the TLC program had the effect of raising mathematics scores at School A. Mathematics was the only area in which post-TLC scores were significantly higher in the between-schools and within-school analyses. Teachers indicated that the mathematics courseware was used more than the courseware for other disciplines because it was the most appropriate for the existing curriculum. On the total battery, School A raised its mean score 8.87 points, a significant change. Overall, data suggest that the TLC program did have a favorable impact on the standardized test scores. Three tables present study data. (Contains 12 references.) (SLD)

ED 354 875 IR 016 000

Savage, James G., Ed.; Wedemeyer, Dan J., Ed.
Pacific Telecommunications Council Annual Conference Proceedings (15th, Honolulu, Hawaii, January 17-20, 1993). Volumes I and II.
PUB DATE- 93
NOTE- 1,102p.
LANGUAGE- English
EDRS Price- MF08/PC45 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications Satellites; Conferences; Diffusion (Communication); Distance Education; Electronic Equipment; *Foreign Countries; Industrialization; Information Dissemination; *Information Technology; Microelectronics; Networks; Political Influences; Social Change; *Technological Advancement; Technology Transfer; *Telecommunications; Television
IDENTIFIERS- *Pacific Region; Pacific Telecommunications Council

This two-volume set contains 165 papers presented at a conference that brought together over 1,100 telecommunications leaders and leading commentators from over 40 countries across the Pacific region. The papers indicate that the optimism of the telecommunications industry is possibly greater than during the 1980s, although tempered by a more comprehensive view of how telecommunications development must benefit society; that distance education, health care, and other social applications of new technologies are vitally important; and that the importance of telecommunications to infrastructure development in developing countries is now recognized as crucial. Topics include planning and implementing services, techno-applications, economics of telecommunications development, distance education, wireless technologies, regional satellite systems, broadband technology, mobile services, satellite services, restructuring telecommunications organizations, health care enhancement through telecommunication, enterprise networks, digital audio radio, international strategies, user perspectives, business strategies, network management, culture and communication, markets for services, future trends and projections, converging technologies that impact regulatory structures, fiber optic submarine systems, social impacts of telecommunication changes, technology transfer, regulatory concerns, and social impact studies. A comprehensive table of contents and indexes of topics and authors are included. Many of the papers include references. (SLD)

ED 354 876 IR 016 002

Overbaugh, Richard C.
The Effects of Instructional Content, Brief Instructional Activities, and Learning Modality on Teacher Education Students' Computer Anxiety.

and instructional materials and equipment as reported in ECIA (Education Consolidation and Improvement Act) chapter II applications and state budget reports; services provided by the State Media Services Center; nonpublic school library media collections; nonpublic school library print and nonprint collections; nonpublic school library equipment collections; institutional library media collections; number and percentage of items by institution for meeting state collections criteria; and number of institutional schools meeting state staffing criteria. (KRN)

ED 354 894 IR 054 399

Books 'n' Stones 'n' Dinosaur Bones: The 1992 Iowa Summer Reading Program.
PUB DATE- 92
NOTE- 131p.; For the 1991 program guide, see ED 337 165.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annotated Bibliographies; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Games; Group Activities; Handicrafts; *Library Services; Preschool Education; Program Descriptions; Publicity; Public Libraries; *Reading Materials; *Reading Programs; *Summer Programs
IDENTIFIERS- *Iowa

This manual is designed to support Iowa's library-based summer reading programs for children of all ages, though its primary focus is on elementary age children. Following a general information section, the manual is divided into eight parts, dealing respectively with: (1) publicity and programming, including sample print and radio announcements and display ideas; (2) clip art for bookmarks; (3) program ideas for children and youth, such as speakers, contests and tours; (4) activities and games, including songs, finger plays, chalkboard stories, artwork, jokes, and more; (5) craft suggestions, including patterns and directions for stuffed dinosaurs, finger puppets, sculpture, and dinosaur hats and gloves; (6) word games and puzzles, such as mazes and scrambled words; and (7) solutions for games and puzzles. The eighth section is a bibliography, beginning with a reading list of 175 items categorized by grade level and reading ease, and going on to list audiovisual materials, activity and coloring books, resource books and media, and over 100 sources for crafts and other projects. A one-page evaluation form completes the publication. (KRN)

ED 354 895 IR 054 400

Wilkinson, David
Can Academic Reference Librarians Enhance the Cultural Diversity of the Nation's Colleges and Universities?
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Adult Reading Programs; Colleges; Cultural Awareness; *Cultural Pluralism; Higher Education; *Interpersonal Relationship; Librarians; Library

study approach was used to examine their methods. Issues examined included: (1) materials selection and acquisition, including the matter of censorship; (2) the use of inmate staff in the libraries, including selection, training, and evaluation; and (3) the provision of library service to inmates, including access to the library, library-based programs for inmates, and outreach services for inmates unable to go to the library. Results indicate that librarians vary in the ways they handle these matters; and that many things influence them, such as the impact of the prison administration and staff, the physical space available for the library, civilian staffing availability, the type and number of prisoners in the institution, and even the personality of the librarian. The questionnaire for librarians and a 44-item bibliography are included. (Contains 21 references.) (SLD)

ED 354 914 IR 054 500

New York State Library Network Services Planning Task Force Report: Defining the Services, Roles and Relationships of the State Library as Information Provider, Broker, Publisher, Switch and Catalyst in a Networked Environment.
PUB DATE- Nov 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Definitions; Delivery Systems; Futures (of Society); Guidelines; *Information Dissemination; Librarians; Library Automation; *Library Networks; *Library Planning; Library Role; Library Services; Program Implementation; Standards; State Agencies; *State Libraries
IDENTIFIERS- *New York State Library

The growing importance of computer networking as a medium for communication and knowledge transfer suggested that the New York State Library needed a process to guide development in this emerging field. A planning process engaged more than 100 librarians and library staff, state officials, print and electronic publishers, clients, and information providers. Their efforts resulted in approximately 40 recommendations that form the body of this report. These recommendations are grouped into the following areas: (1) roles for the state library in a networked environment; (2) leadership in network services and training; (3) tools for network navigation; (4) state library facilities; (5) services to state agencies and local governments; (6) standards; and (7) public kiosk services. The proposed recommendations are intended for implementation over a 5- to 10-year period. Implementation will need to take into account financial resource limitations. Appendix 1 lists the task force and working group membership; appendix 2 is the program and action document for the state library; and appendix 3 is a vision statement for the electronic doorway library of the future. (SLD)

ED 354 915 IR 054 501

Agenbroad, James Edward
Nonromanization: Prospects for Improving Automated Cataloging of Items in Other Writing Systems. Opinion Papers No. 3.
PUB DATE- 92
NOTE- 20p.; Version of a paper presented at a meeting of the Library of Congress Cataloging Forum (Washington, DC, July 22, 1991). A product of the Cataloging Forum.
LANGUAGE- English

institutions to become more accountable for monies spent, a number of community colleges in California have implemented research and data collection models to help them answer state and local questions about institutional effectiveness. However, there is a significant difference between providing the numerical measures to comply with accountability mandates and real institutional effectiveness. In 1983, the Los Rios Community College District initiated the Student Flow Research Model (SFRM), which collected data on four critical areas: (1) characteristics of enrolled students; (2) community characteristics; (3) student performance, program effectiveness, and student services; and (4) activities and perceptions of transfers, graduates, and non-returning students. Beginning in the 1990s, each of these four data collection areas was significantly enhanced, and the rest of this paper focuses on the 1990s version of the SFRM and its development into the new Collegiate Yearly Accountability Model. In the area of community characteristics, a computerized Enrollment Projection Potential Model (EPPM) was added. To enhance data collection efforts on enrolled students, demographic and application data were combined with course and section data, allowing for a computerized program review. In the area of student performance, an entirely new database was developed, linking demographic data with transcripts. Finally, with respect to the former student follow-up efforts, new database changes allowed for results to be compiled at the program level for use by faculty. A discussion of five original versions or models of the EPPM is provided, and flow charts, data tables, and references are included. (PAA)

ED 354 932 JC 930 101

Rust, Joseph Henry
Internationalization beyond the Curriculum: Rend Lake College as a Replicable Model of an Integrated Approach to Internationalizing the Community College Making Use of Existing Structures and Funding.
PUB DATE- Dec 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cultural Pluralism; Educational Innovation; Faculty Development; Foreign Culture; Foreign Students; *Integrated Curriculum; International Cooperation; *International Education; *International Educational Exchange; Material Development; Models; *Professional Development; Program Descriptions; *Student Exchange Programs; Study Abroad; Teacher Exchange Programs; Two Year Colleges
IDENTIFIERS- Rend Lake College IL

Rend Lake College (RLC), in Ina, Illinois, has taken an integrated approach to internationalizing its college community by utilizing existing structures and funding to create six programs designed to foster global awareness and understanding. The first program offers student study abroad opportunities allowing students with 15 credit hours of instruction and a grade point average of 2.75 or higher to study in England, Austria or Mexico. The program approves approximately 300 students each semester, waives RLC tuition and fees, and, through the RLC Foundation, awards money to cover airfare. The second program involves hosting foreign students on the RLC home campus, and has hosted over 30 students from 1972 to 1992, including 6 students attending in fall 1992. Next is a faculty, respondents reported having grade point averages (GPA's) of 3.5 to 4.0, while another 56% reported GPA's of 3.0 to 3.4; (7) only four of the respondents indicated dissatisfaction with the program; (8) nine respondents noted the need for more clinical practice; (9) 80% of the respondents reported full-time employment; (10) 48% of the respondents felt that CC did an "excellent" job in preparing them for their current job; (11) 50% of the respondents reported a current annual salary of between $30,000 to $39,999; and (12) all of the respondents were female, 84% were white, and 64% were 30 to 49 years of age. The survey instrument is included. (PAA)

ED 354 948   JC 930 118

Evaluation of the Gender Equity Workshops.
PUB DATE- Sep 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Environment; *College Faculty; Community Colleges; Comparative Analysis; Participant Satisfaction; Pretests Posttests; *Program Evaluation; *Sex Bias; Sex Fairness; *Sexual Harassment; Teacher Attitudes; Teacher Behavior; Two Year Colleges; Workshops
IDENTIFIERS- *College of the Canyons CA

In spring 1992, the College of the Canyons (CC) in Valencia, California, held three workshops for faculty and staff on the topics of gender equity and sexual harassment. A total of 60 faculty and staff attended the workshops, representing 19.3% of the college's employees. Women comprised 52 of the 60 participants. To help assess the current campus environment and to evaluate the workshops, each participant was asked to complete pre- and post-workshop surveys. A total of 38 participants completed both surveys. The pre-workshop survey asked respondents to indicate the frequency with which they had encountered each of 29 sexually biased behaviors, both with a colleague of the opposite sex and with someone in authority. Pre- and post-workshop surveys both asked respondents to indicate the extent to which each of nine behaviors met their definition of sexual harassment. Study results included the following: (1) sexist comments, comments on personal appearance or flattery, women not taken as seriously as men, sexually suggestive stories, and expectation for women to be passive or deferential were all reported to have occurred more than once with a colleague by more than 50% of the respondents; (2) respondents reported a greater incidence of sexually biased incidents among colleagues than with someone in authority; (3) over 80% of the respondents said that the campus climate for women was supportive in general; (4) on the post-workshop survey, respondents demonstrated a clearer understanding of what behaviors constituted sexual harassment; (5) 76% of the respondents felt the college should offer more Women's Studies courses; and (6) 97% of the respondents felt that workshops such as these should be mandatory for employees at CC. Narrative responses to open-ended questions and the survey instruments are included. (PAA)

ED 354 949   JC 930 119

The Fact Book, 1991-1992. College of the Canyons.
PUB DATE- Oct 92

ED 354 964 JC 930 136

Akst, Geoffrey; Hirsch, Lewis
Selected Studies on Math Placement.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Articulation (Education); College School Cooperation; *Evaluation Methods; Higher Education; *Remedial Mathematics; Screening Tests; Student Evaluation; *Student Placement; Test Format; Testing Programs

Drawing from a review of the literature and direct experience, this paper discusses key issues in developmental mathematics placement. First, the controversial practice of mandatory placement is examined, citing research results that support the practice and those that do not. Next, the diversity of developmental math placement standards is considered, reporting on studies that describe various methodologies for setting cut scores. In considering the question of test format, the paper touches on the pros and cons of multiple-choice placement testing and notes developments in open-ended response formats. The issue of test administration is also addressed, with particular focus on speededness, computer-based testing, and calculator use. The final sections deal with the special needs of women and minorities related to placement testing and policies, and highlight cooperative efforts of high schools and colleges to encourage high school students to learn more precollege mathematics. Concluding comments identify other relevant issues that warrant further attention. A 44-item bibliography is included. (AC)

ED 354 965 JC 930 137

MacDonald, Ross B.
Developmental Students' Processing of Teacher Feedback in Composition Instruction.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Educational Research; Error Correction; *Feedback; Higher Education; Learning Processes; *Remedial Instruction; Social Psychology; Teaching Methods; *Writing Instruction; *Writing Teachers

Drawing from a review of the literature on feedback in two fields, English education and social psychology, this paper sets forth a set of theoretical conclusions and practical suggestions for developmental English instructors and others to use in providing feedback to composition students. First, the research on written feedback in English classes is reviewed, indicating that while teachers assume that students attend to the feedback they receive on their papers, learn about writing in relation to some ideal goal or next step, and incorporate learning into their future writing efforts, study findings actually show that: (1) teachers often write confusing or superficial comments that focus on surface errors, may be contradictory, and that reflect paternalistic attitudes; (2) students often misunderstand the teachers' feedback; (3) teachers' feedback about essay content is associated with culture is a key to work and family solutions; and (6) involvement in community partnerships. (Contains 35 references.) (HDD)

ED 354 982 PS 020 773

Galinsky, Ellen
The Relevance of British Career Break Schemes for American Companies.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Corporate Support; Cultural Differences; *Employment Practices; *Employment Programs; Foreign Countries; *Leaves of Absence; Mothers; *Personnel Policy; Promotion (Occupational)
IDENTIFIERS- England; *Parental Leave

In recent years, numerous American companies have extended parental leave in order to retain employees and comply with state-imposed mandates. In England, several companies have created the career break, which is a period in which the employee works part-time or takes a complete break from working, typically to raise a family, before resuming his or her career. Two companies in England, a large private utility and an inner-city bank, were visited in an investigation of the English career break. At both sites, career breaks were available only to employees at higher levels. The utility company stipulated that employees must have 3 years of continuous service before becoming eligible for a career break, while the bank required efficient or standard performance records. The utility company offered four types of career breaks (which would follow maternity leave that included partial pay): (1) returning to work after maternity leave; (2) an alternative contract; (3) a 2-year career break; and (4) a break of up to 5 years. In contrast, the bank offered only a leave that could last up to 5 years. The bank's only requirement was that employees state their intention to return to the company. As at the utility company, leave at the bank was unpaid. Career breaks are not considered primarily as assistance for mothers, but as supports for women's careers. Companies in the United States are just beginning to experiment with these ideas. (HOD)

ED 354 983 PS 020 774

Galinsky, Ellen
The Role of the Corporation in Promoting Early Childhood Education and Care and Family Support Systems.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Responsibility; Cooperative Programs; *Corporate Support; *Day Care; Delivery Systems; Early Childhood Education; *Employer Employee Relationship; *Employer Supported Day Care; Financial Support
IDENTIFIERS- *Family Support; *Resource and Referral Service

Corporations have assumed many roles in promoting early childhood education and care and family support. To select services or

ED 355 002 PS 021 132

International Youth Foundation Program Identification System. Pilot Study One: Analysis and Recommendations.
PUB DATE- 30 Aug 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; *Evaluation Criteria; Foreign Countries; Interpersonal Competence; Personality Development; *Pilot Projects; Program Evaluation; Questionnaires; Research Problems; Surveys; Testing Problems; Young Adults; *Youth Programs
IDENTIFIERS- Australia; Brazil; Denmark; Germany; Kenya; Lesotho; Malaysia; Portugal; Trinidad and Tobago; Uganda; United States

An evaluation of Round One of a pilot study of a system for identifying effective youth organizations around the world is presented in this report. The report begins with a page of general observations about the successes and shortcomings of the pilot study, indicating that in general the study accomplished its objectives but that a need for modifications in the process and improvement of the instruments of the study are needed, as will be addressed in Round Two. A general analysis of problems with the instruments and suggestions for improvement follows. Typical questions that foundations and organizations are likely to ask before agreeing to assist in the study are then given, together with appropriate answers, and these are followed by the forms used for program nominations showing selection process, program criteria, and evaluation criteria. This section is followed by a summary of the study's results, which provides a breakdown of the characteristics of the 27 programs nominated by the study participants. A list of the names and addresses of the seven participating organizations is then provided. For each organization, the names of the programs nominated by that organization with, in each case, the name of a contact person and a one-sentence description of the program are included. The next section of the document includes reports that indicate how many of the organizations' programs matched the criteria used in the evaluation and to what degree. The document ends with a section of analysis matrices. (ME)

ED 355 003 PS 021 137

Hearing on Corporal Punishment. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (June 18, 1992).
PUB DATE- 92
NOTE- 111p.; Serial No. 102-131.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; *Childrens Rights; *Child Welfare; *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Hearings; Teacher Student Relationship
IDENTIFIERS- Congress 102nd; Emotional Distress; Florida Coalition to Abolish Corp Punish in Sch; National Coalition to Abolish Corp Punish Sch; Physical Abuse; Proposed Legislation

A congressional hearing on corporal punishment focused on the emotional and physical impact of corporal punishment on

Skills; *Coping; Day Care Centers; Defense Mechanisms; *Freehand Drawing; *Homeless People; Interviews; Naturalistic Observation; Peer Relationship; *Preschool Children; Preschool Education; Qualitative Research

IDENTIFIERS- *Childrens Drawings; Story Telling by Children

This qualitative study examined the ways in which homeless children cope with their environment. Preliminary data were gathered by observing homeless children at a homeless shelter day care center in a medium-sized midwestern city. As many as 12 children, aged 2 to 6 years, were observed in the day care setting on three different weekday mornings. On three subsequent visits to the shelter, individual homeless children were asked to draw pictures and create stories about those pictures. Observation notes were examined for communicative behavior patterns. Results indicate that homeless children of preschool age coped with their environment by nonverbally expressing anger and by sharing with and caring for other children at the day care center. The children's drawing and interview sessions were transcribed and examined for recurring coping strategies. Three of the children expressed an unusual pattern of repetition in their drawings, and indications of sharing and caring were also evident. Eight sample drawings are included. (MM)

ED 355 023 PS 021 201

McLain, K. Victoria; Heaston, Amy

Early Literacy: A Parent-Child Partnership.

PUB DATE- 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Development; Dramatic Play; Early Childhood Education; *Early Experience; *Educational Strategies; Family Environment; Language Acquisition; *Parent Child Relationship; Puppetry; Reading Aloud to Others; *Role Models; Speech Communication; *Teacher Role; Writing Skills

IDENTIFIERS- *Emergent Literacy; Writing Development

Learning can occur in a natural way when parents serve as models to their child, demonstrating how to learn, facilitating the learning process, and guiding the learner. With a teacher's guidance, parents can improve their understanding of their child's learning. Teachers can encourage parents to share wordless picture books, books with predictable text, poetry, and environmental print with their children. Teachers can also offer parents such ideas as establishing writing areas in the home, providing topics to stimulate writing, and establishing an attitude that encourages writing. Teachers can help parents develop a child's oral language skills by encouraging the parents to use puppets; share words and motions by means of fingerplays and songs; compose a weekly newsletter; promote communication in the car; and limit television viewing. Finally, the teacher can encourage parents to become involved with drama by having children participate in shadow plays or script plays. (HOD)

ED 355 024 PS 021 202

Morelli, Gilda A.; And Others

Cultural Variation in Young Children's Opportunities for

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Adolescents; At Risk Persons; Child Health; Children; Community Programs; Early Childhood Education; *Early Intervention; *Educational Improvement; Elementary Secondary Education; *Family Programs; Foreign Countries; *Parenting Skills; Poverty; Program Descriptions; *Social Services; State Programs
IDENTIFIERS- Canada; *Family Support; *Integrated Services; School Based Programs; United States

This guide describes the status of selected family resource programs in the United States and Canada. The first chapter provides detailed descriptions of 13 programs that offer collaborative and comprehensive services. These programs, which are often large and innovative, foster coalitions of service providers in order to offer an extensive range of services to families. The second chapter covers 10 programs that began as partnerships between schools and families, and were intended to encourage children's success in school. In the third chapter, 25 programs whose original purpose was to support and strengthen families and enhance parent competence are described. A total of 18 programs that have incorporated a family support component into an organization with a different, but perhaps related, primary function are covered in chapter 4. Chapter 5 provides descriptions of five state initiatives that offer family support services. Each of the 71 listings in the book provides an overview and brief history of the program, and information about the community served, program components and services, participants, staff, outreach efforts, evaluations, replication, funding, goals, suggestions, and publications. Chapter 6 includes four appendixes: (1) a state-by-state listing; (2) a demographic (urban, suburban, or rural) listing; (3) a listing by setting (such as school-based or hospital-based); and (4) a table showing the services each program provides. (MDM)

ED 355 043 PS 021 248

Bell, Terrel H.; Hertzler, Elam K.
Keys to Your Child's Intellect: A Guide to Home and Child Care Center Based Early Childhood Education.
PUB DATE- 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Early Childhood Education; Educational Environment; Educational Games; Infants; *Intellectual Development; *Learning Activities; *Parent Child Relationship; *Parents as Teachers; *Preschool Children; School Readiness; Teaching Methods
IDENTIFIERS- Daily Activities; *Incidental Teaching

This book for parents and child care providers describes a program for home-based, early childhood education that does not use formal, disciplined instruction. The program uses the technique of "incidental teaching," which emphasizes learning activities that occur while children participate in typical daily activities, such as eating, dressing, and playing. The cultural traditions in alcohol prevention and treatment programs for Native American youth; (4) the practice of alcohol advertisements targeting high-risk groups; and (5) public and court response to the practice of targeted advertising. Also included are testimonies and prepared statements addressing the topics covered in the fact sheet made by members of the U.S. Congress and state legislatures, federal health officials, tribal leaders, and health professionals. (LP)

ED 355 062 RC 019 001

Montana Institute for Effective Teaching of American Indian Children (Pablo, MT, June 9-14, 1991).
PUB DATE- Jun 91
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *Class Activities; *Cultural Activities; Cultural Awareness; *Cultural Education; Elementary Education; Inservice Teacher Education; Integrated Activities; Student Projects; Units of Study
IDENTIFIERS- Culture Based Curriculum

This document contains 12 units of study and student activities that incorporate American Indian culture into various aspects of the elementary school curriculum. These teaching units are the outcome of a teacher summer workshop held at Salish Kootenai College, Pablo, Montana. Sections describe: (1) research and presentations on the Indian tribes of Montana; (2) exploration of family history, genealogy, and cultural background; (3) Grade 1 activities that integrate American Indian culture and literature, information on local plants, and nature activities into a whole language curriculum, NASTARS, a pilot program in which Native American high school students read or share oral stories with second graders, and activities involving the Kootenai legend of Medicine Tree Hill; (4) calendar-related activities that teach Salish and Kootenai tradition; (5) 8 days of Salish and Kootenai cultural activities culminating in a cultural fair and a mini-powwow; (6) story telling and writing activities that emphasize respect for the Earth and the circle of life; (7) recognizing and using Mandan symbols; (8) design and construction of various types of Native American shelters; (9) lessons and class discussion that address Indian-White conflicts about the land; (10) inservice teacher education on cultural awareness and building parent involvement; (11) activities to build self-esteem; and (12) story telling to build cultural awareness and understanding. (SV)

ED 355 063 RC 019 002

Biddle, James R.
Sisyphus in Appalachia: Pluralism vs. Parochialism in a Newly Established State University.
PUB DATE- 5 Nov 92
NOTE- 13p.; Paper presented at a Conference of the American Educational Studies Association (November 5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)

multicultural education as translation and compromise, allowing the materials to "find their own form," determining particular themes, the course by course approach for secondary school classes, elements in designing lessons and units of study, and what to avoid in unit design. The evaluation section describes small- and large-scale field tests. Final sections cover artwork and materials production, teacher training, and distribution. (SV)

ED 355 081 RC 019 062

A Comprehensive Look at Native American College Students in New York State for Academic Year 1990-91. Second Annual Report.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *American Indians; *College Students; Eligibility; Higher Education; State Aid; State Programs; Student Attitudes; Student Educational Objectives; *Student Financial Aid; Surveys
IDENTIFIERS- Financial Aid Recipients; *Native Americans; *New York

This report describes a study of 451 Native American college students who received New York State Indian Aid for the academic year 1990-91. Data were collected from the New York State Native American Postsecondary Grant-in-Aid Program, which awarded about $430,000 in 1990-91 (compared to $493,000 in 1989-90). Participants came from all 10 of New York's Indian reservations, with 38% coming from St. Regis Mohawk Reservation. Aid recipients were mostly full-time students (89%), and were split about evenly between two-year and four-year institutions. Of the 442 students for whom grades were available, 88% had a grade point average of 2.0 or better, while 48% had achieved 3.0 or better. A mail survey of educational, graduation, and employment plans was completed by 164 students, including 26 graduates. Respondents attended many public and private institutions and cited a large variety of majors. Over 65% expressed an interest in further education. The most commonly mentioned employment areas of interest were education, health services, counseling and human services, law, and business and finance. This report also discusses: (1) eligibility requirements for New York State Indian Aid; (2) Indian students served by the Higher Education Opportunity Program, the Educational Opportunity Program, and special outreach efforts; and (3) expenditure and enrollment trends. Application procedures and an application form for New York State Indian Aid are included. (SV)

ED 355 082 RC 019 064

Bramlett, Ronald K.
Rural Students At-Risk: Perceptions of Parents, Teachers, and Administrators.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 93
NOTE- 22p.; Parts of this paper were presented at the Annual Meeting of the National Association of School Psychologists (Nashville, TN, March 24-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

*Mathematics Instruction; Media Selection; Parent Participation; Special Libraries; *Student Motivation; Teaching Methods

This document is a catalogue designed to help motivate students by familiarizing teachers with use and selection of manipulative materials. The first section discusses what manipulative materials are, how to use manipulative materials in instruction, in what branches of mathematics manipulative can be used, what students benefit from manipulative use, physical and pedagogical criteria for manipulative selection, and the feasibility of commercial manipulatives. Subsequent sections include the following: (1) hints for using manipulatives, (2) suggested manipulative materials, (3) suggestions for setting up a mathematics manipulative lending library that discuss lending procedures and parental involvement in using the library, and (4) three activities for the K-2 level related to addition. (Contains seven references.) (MDH)

ED 355 098 SE 053 276

Investigations in Math and Science AB: A Course of Study for Grades 7-12.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; *Enrichment Activities; *Integrated Curriculum; Lesson Plans; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Solving; Science Education; *Science Instruction; Secondary Education; Secondary School Mathematics; Secondary School Science; Student Attitudes; *Thinking Skills
IDENTIFIERS- *Lesson Structure; Los Angeles Unified School District CA

"Investigations in Math and Science AB" is an annual science elective for students in grades 7-12 in Los Angeles Unified School District. Section 1 of this guide provides teachers with a discussion of the course content, including the course description, representative objectives, required instructional units, and enrichment activities. Basic skills to be mastered include the communication skills of speaking, listening, reading and writing; reasoning; problem solving; computation skills; and performance skills. The second section discusses lesson planning and instruction for the course and includes: (1) a list of teacher responsibilities; (2) a model for the teacher-directed lesson process; (3) an agenda format for daily activities; (4) questions and commentary for teaching decisions; (5) a suggested lesson plan format; (6) questions and vocabulary to promote higher levels of thinking; (7) steps to assist students in the problem-solving and decision-making process; (8) suggestions of ways to improve student thinking; (9) suggestions to improve students' self-image and self-worth; and (10) guidelines for assigning homework. The appendix lists resources available to district teachers. (MDH)

ED 355 099 SE 053 287

Conrad, Karen S.; Tracy, Dyanne M.
Lowering Preservice Teachers' Mathematics Anxiety through an Experience-Based Mathematics Methods Course.
PUB DATE- 92

prepared. Issues concerning student needs, entry criteria, high school credits, placement into high school courses, transfer of students back to grade 7 or grade 8 mathematics, and parent communication related to offering the course at that level are discussed. The remainder of the two sections are structured to describe the essential elements of the Algebra I and Algebra II courses, provide sample objectives for related essential elements, and offer a total of 22 sample activities to attain related objectives. Appendix A discusses the issue of evaluation at the local level and at the state level in relation to the Texas Assessment of Academic Skills. Appendix B presents a list of resources for algebra instruction that includes 21 books and articles, 16 state-adopted textbooks, and 6 computer software programs. (MDH)

ED 355 117 SE 053 484

Henderson, Ronald W.; Landesman, Edward M.
Mathematics and Middle School Students of Mexican Descent: The Effects of Thematically Integrated Instruction. Research Report No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Context Effect; Cooperative Learning; Grade 7; Junior High Schools; Low Achievement; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mexican Americans; Middle Schools; Minority Groups; Multivariate Analysis; Self Esteem; Student Attitudes; Student Motivation
IDENTIFIERS- Hands On Experience; *Hispanic American Students; *Middle School Students

This paper reports the effects of thematically integrated mathematics instruction on achievement, attitudes, and motivation in mathematics among middle school students of Mexican descent. A school-university collaborative effort led to the development and testing of a thematic approach undertaken as a means of contextualizing instruction for students considered to be at risk for school failure. Instruction relied heavily on small collaborative learning groups and on hands-on activities designed to help students make real-world sense of mathematical concepts. As hypothesized, experimental and control students made equivalent gains in computational skills, but experimental students (who received thematic instruction) surpassed controls in achievement on mathematical concepts and applications. The two programs did not have a differential effect on students' attitudes toward mathematics or self-perceptions of motivation in mathematics, but motivational variables did predict achievement outcomes for both groups. Issues related to the opportunity to learn the full range of mathematics content of the curriculum within a thematic approach are examined. (Contains over 50 references.) (Author)

ED 355 118 SE 053 485

McSheffrey, K.
Mathematics Experiences of Women and Girls: A Narrative Inquiry.
PUB DATE- Jun 92
NOTE- 73p.; Master's Thesis, Queen's University.

Indonesia, West Papua (Irian Jaya), and East Timor. There are discussions of Indonesia's environment, its transmigration program, development refugees, and ties with Canada. Lists of relevant organizations, resources, and group questions are included, as are ideas for student activism grouped under the heading "What You Can Do." (LBG)

ED 355 137 SO 022 750

Laney, James D.; And Others
The Effect of Economics Instruction on Economic Reasoning: A Comparison of Verbal, Imaginal, and Integrated Teaching-Learning Strategies.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- 91
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 22, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; Cost Effectiveness; *Decision Making Skills; Economic Factors; *Economics Education; Educational Research; *Elementary School Students; Grade 5; Intermediate Grades; Learning Strategies; *Learning Theories; Problem Solving; Statistical Analysis; Thinking Skills

This study applied brain lateralization research and a model of generative teaching and learning to economic education. The purpose of this study was to determine the effect of verbal-only, imagery-only, and integrated (verbal-to-imaginal) strategies on fifth graders' proclivity to use economic reasoning (i.e. cost-benefit analysis) in personal decision-making situations. The study involved 66 fifth-graders, each randomly assigned to 3 treatment conditions, namely, instruction on cost-benefit analysis using: (1) a verbal-only strategy; (2) an imagery-only strategy; and (3) an integrated (verbal-to-imaginal) strategy. All treatment groups received imagery training prior to economics instruction. At pretest, immediate posttest, and delayed posttest (6 weeks after instruction), students were asked to respond in writing to a hypothetical decision-making situation not seen during instruction. Each response was scored by two expert judges in terms of a three-level hierarchy of economic reasoning. A one-way ANOVA revealed no statistically significant differences among the three treatment group means at pretest. All groups showed statistically significant increases in economic reasoning scores from pretest to immediate posttest, and these increases were maintained across all groups at delayed posttest. A set of planned comparisons showed no statistically significant differences between the three treatment group means at immediate or delayed posttest, but results were in the expected direction. At immediate and delayed posttest, the mean economic reasoning scores of the integrated (verbal-to-imaginal) strategy groups was slightly more than the mean score of the verbal strategy group. In addition, the mean economic reasoning score of the verbal-only strategy group exceeded the mean economic reasoning score of the imagery-only strategy group. The results of the study were consistent with generative learning theory. They suggested that teacher elaborations and student generations of all kinds (verbal-only, imagery-only, and integrated--verbal-to-imaginal) can be used to enhance and maintain fifth-graders' economic reasoning in personal decision-making situations. A list of references and a number of tables difficulty drawing comparisons between Native Americans and 16th and 17th century Europeans, even following the unit, mostly because they did not know much about the Europeans. Twenty-four references are attached. (Author/LBG)

ED 355 157 SO 022 985

Brophy, Jere; And Others
Fifth-Graders' Ideas about European Exploration of the New World Expressed before and after Studying This Topic within a U.S. History Course. Elementary Subjects Center Series No. 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 95p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Research; Elementary School Students; *European History; *Grade 5; Intermediate Grades; Outcomes of Education; *Social Studies; Student Attitudes; Student Development; *United States History; Units of Study
IDENTIFIERS- Columbus (Christopher); Explorers; Vikings; *Western Hemisphere

Prior to a curriculum unit on European exploration of the New World, a class of fifth grade U.S. history students stated what they knew (or thought was true) about the discovery of America and what they wanted to learn about it. After the unit, they reported what they had learned about the general topic of European exploration of North America. In addition, a stratified sample of 10 students was interviewed concerning the details of their thinking about several key subtopics. Prior to the unit, half of the students knew something about Columbus but little about European exploration of the New World. During the unit, the students developed considerable knowledge about the Vikings as precursors of Columbus, Columbus' life and travels, Ponce de Leon and other New World explorers, the origin of the name "America," and the rivalry among England, France, and Spain in establishing land claims and colonies in the New World. Most students developed an understanding of the motives and goals of explorers and the monarchs who commissioned their voyages, but they had a difficult time placing these voyages within a larger perspective. They also expressed numerous naive misconceptions. Use of newly developed curriculum guidelines and instructional materials for teaching about the Encounter should help improve traditional instruction on the topic. (Contains 22 references.) (Author/LBG)

ED 355 158 SO 022 986

Brophy, Jere; And Others
Fifth-Graders' Ideas about the English Colonies in America Expressed before and after Studying Them within a U.S. History Course. Elementary Subjects Center Series No. 80.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 103p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; *Colonial History (United States); Curriculum Research; *Grade 5; Intermediate Grades; Outcomes of Education; *Social Studies; United States History;

of positive student response, but not necessarily on student achievement; (3) some workplace factors can be controlled, some cannot; (4) Mr. Miller's teaching schedule and the cultural norms of the school did not facilitate implementation of the curriculum and pedagogical methods he had learned during preservice teaching experiences. It is implied that had Mr. Miller been better prepared to deal with the realities of the school as a workplace as well as the micropolitics of school culture he might have been better prepared to confront school norms. (Contains 21 references.) (LL)

ED 355 178 SP 034 168

Murray, Frank B.; Fallon, Daniel
The Reform of Teacher Education for the 21st Century: Project 30 Year One Report.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE- 89
NOTE- 45p.; For the year 2 report, see SP 034 169.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Educational Change; Elementary Secondary Education; General Education; Higher Education; Institutional Cooperation; Multicultural Education; *Policy Formation; Preservice Teacher Education; *Program Design; *Schools of Education; Teacher Certification; *Teacher Education Programs; Teacher Educators; Teacher Recruitment; Universities
IDENTIFIERS- Collaboration for Improvement of Teacher Educ; *Pedagogical Content Knowledge; *Professionalization of Teaching; Project 30 (Teacher Education); Reform Efforts

Project 30 is a collaborative effort involving 30 representative institutions of higher education whose mandate is the redesign the way that prospective teachers are educated at the nation's colleges and universities. Faculties of arts and sciences and faculties in education are engaged in joint action for fundamental reform. The 30 participating colleges and universities are a cross-section of all four-year institutions in the United States that prepare teachers for certification. This report takes stock of the status of Project 30 after a little more than 1 year, and identifies five themes or conversations taking place among faculties of the participating institutions in an attempt to clarify the intellectual underpinnings of teacher education: (1) subject matter understanding; (2) general and liberal knowledge; (3) pedagogical content knowledge; (4) multicultural, international, and other human perspectives; and (5) recruitment into teaching. Three years after its initiation, Project 30 will have begun reforms on campuses of participating institutions and will issue major publications calling for a national reform effort based on the work and ideas consolidated during the life of the project. Participating institutions are listed. (LL)

ED 355 179 SP 034 169

Project 30 Year Two Report: Institutional Accomplishments.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
PUB DATE- 91
NOTE- 178p.; For the year 1 report, see SP 034 168.
LANGUAGE- English

information that would lead to the conceptual base and design of a new system of support and assessment for beginning teachers in California. This report, organized into six chapters, begins with an introduction describing the assessment component of the CNTP, the current context for assessment of California teachers, the essential design features of the study, guiding constructs for an ideal statewide assessment system, and developing interview protocols. The remainder of the report is organized into chapters covering institutions of higher education assessment practices, local education agency assessment practices, the State assessment practices substudy, experiences of beginning teachers, and a summary of findings across substudies and conclusions. Two appendices are attached: Sample Items from the California Basic Educational Skills Test (CBEST); and Comparisons with Phase II Assessments. (LL)

ED 355 196 SP 034 282

Estes, Gary D.; And Others
Assessment Component of the California New Teacher Project: Second Year Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Jun 92
NOTE- 606p.; For related documents, see ED 323 197, ED 342 761, and SP 034 278-281.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; English Instruction; *Evaluation Methods; *Evaluation Research; Evaluators; Higher Education; Language Arts; *Measures (Individuals); *Pilot Projects; Policy Formation; Sciences; Secondary School Teachers; Social Studies; *Teacher Certification; Teacher Education; Teacher Evaluation
IDENTIFIERS- *Assessments of Performance in Teaching; *California New Teacher Project; Pedagogical Content Knowledge; Reform Efforts

The California New Teacher Project (CNTP) commissioned pilot tests of assessment instruments during 1990. This document is the final report and analysis of the administration and scoring of these assessment instruments. The document, organized into 11 chapters, begins with an introduction describing research on new and experienced teachers, support and assessment of new teachers in California, California teacher credentialing reforms, and the CNTP. The next chapter describes the pilot test design and processes used to evaluate the assessment approaches. In the chapters that follow, each of the assessment instruments is described along with a discussion of ease of administration, scoring, content and format, costs, and technical qualities of the instrument. The instruments are presented in the following order: Structured Simulation Tasks for Secondary Life/General Science Teachers; Science Laboratory Assessment; Language Arts Pedagogical Knowledge Assessment; Structured Simulation Tasks for Secondary English Teachers; Secondary English Assessment: Assessment Center Activities; Secondary English Assessment: Portfolio Activity; Semi-Structured Interview in Secondary Social Studies; and Assessment of Competence in Monitoring Student Achievement in the Classroom. The report concludes with a summary of strengths and weaknesses of the assessment approaches represented by these instruments, conclusions about the effective design of training for assessors and/or scorers, and an identification or argumentation of policy issues beyond those discussed in the first-year report which will affect the design of a teacher language to think and reason through listening, speaking, reading, and writing in the French language, combined with the many skills they have acquired in the English language, provide a good foundation for English language learning instruction. The information provided in this handbook offers suggestions for the transition year, including teaching strategies, resources, tips on lesson planning and activities, and analyses of student writings. Appendices A and B offer lesson plans; Appendix C is a chart of potential French-English language interference problems. (KM)

ED 354 760 FL 020 965

Language Learning in French Immersion Classrooms in the Transition Year: Information for School Administrators.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; Educational Strategies; Elementary Education; English; Foreign Countries; *French; *Immersion Programs; Information Dissemination; Instructional Materials; Learning Problems; *Native Language Instruction; Parent School Relationship; Phonics; *Scheduling; School Administration; Second Language Instruction; Second Language Learning; Spelling; Student Needs; *Transitional Programs; Writing (Composition); Writing Skills
IDENTIFIERS- *Alberta

This handbook is designed to help Alberta (Canada) elementary school administrators facilitate efficient and successful experiences for French immersion students receiving formal English language instruction for the first time. In question-and-answer format, it discusses briefly the following issues: what administrators need to know about students making the transition from French-only instruction to language learning instruction in both languages; why formal English instruction is introduced in the second or third year of schooling; how language arts in the two languages work together; what the teacher needs to know for a successful transition; which learning resources are appropriate; how English instruction is best scheduled in the class timetable; reasonable language learning expectations for transition-year students; helping the students experiencing difficulties in English; accommodating students with other kinds of special needs; providing support to the transition-year teacher; appropriate testing; expectations for classroom communication and activity; dealing with phonic confusions and invented spelling; and providing information to parents. Samples of 3 grade 3 children's writing, at the beginning of the transition year and 10 weeks later, are also presented, with comments on specific areas of progress in English composition. (MSE)

ED 354 761 FL 020 966

Language Learning for French Immersion Students in the Transition Year: Information for Parents.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

processes. The new program also offers local program design flexibility. The questions included here address: university entrance requirements in language; the new secondary-school leaving standard in French; the reason for raising standards; intermediate-level learner expectations; the definition and implications of concurrent registration; alternative ways of implementing the introductory-level French program; articulation of the competency levels; schedule for provincial implementation of the new standards and elimination of old courses; impact on school jurisdictions and local program implementation; credit policies; future curriculum development; needed teacher skills; and teacher professional development needs and options. Names and addresses of officials in each zone of the province and in the central Alberta Education office are also provided. (MSE)

ED 354 779 FL 021 006

Pease-Alvarez, Lucinda
Moving In and Out of Bilingualism: Investigating Native Language Maintenance and Shift in Mexican-Descent Children. Research Report: 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Children; *Code Switching (Language); English (Second Language); *Family Influence; Immigrants; Language Attitudes; *Language Maintenance; Language Proficiency; *Language Role; *Mexican Americans; Monolingualism; *Spanish Speaking; Surveys; Tape Recordings

A study investigated patterns and influences in Mexican-American children's Spanish language maintenance and shift toward English dominance or monolingualism. Subjects were 64 Mexican-descent children, ages 8-9, of varying immigration backgrounds (Mexican-born, U.S.-born of Mexican-born parents, U.S.-born of U.S.-born parents), and their families in one California community. Interviews and activities were conducted to investigate language proficiency, attitudes, and choices, and the children were observed and tape-recorded in everyday activities at home and at school. Preliminary findings indicate that a shift from Spanish to English is occurring across generations in language choice for home and school use. However, despite the tendency for children to have greater access to English-speaking teachers as they progress through grades, some still rely on English in academic activities with peers, suggesting an environment supportive of Spanish and of language alternation. A similar shift toward English appears in language proficiency across background groups, and interlingual dependency appears to occur only for foreign-born children with access to Spanish across a wide range of domains. Many adults want their children to be proficient in both languages. Overall, a strong commitment to bilingualism emerges, despite an intergenerational shift toward English. Bibliography and survey questions are appended. (MSE)

ED 354 780 FL 021 007

Bibliographie Moderner Fremdsprachenunterricht, 1991 (Bibliography of Modern Language Instruction, 1991).
PUB DATE- 91

(2) "Institutions of Change: Notes on Education in the Late Eighteenth Century" (Christie McDonald); (3) "The Injured University" (Timothy Bahti); (4) "The University Founders: A Complete Revolution" (Peggy Kamuf); (5) "The Idea of a Chrestomathic University" (Robert Young); (6) "Ancillae (The Concord of the Faculties)" (John Llewelyn); (7) "The Philosophy of Electrical Science" (Alan Bass); and (8) "Canons and Metonymies: An Interview with Jacques Derrida." Notes and references accompany individual papers. (GLR)

ED 354 799 HE 026 218

Kant, Immanuel
The Conflict of the Faculties = Der Streit der Fakultaten.
PUB DATE- 92
NOTE- 221p.; English translation and Introduction by Mary J. Gregor. For a symposium on the topic of Kant's essay, see HE 026 217.
LANGUAGE- German; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010)
DESCRIPTORS- *Academic Freedom; College Faculty; Colleges; Conflict Resolution; Higher Education; *Legal Education (Professions); Liberal Arts; *Medical Education; *Philosophy; *Professional Autonomy; *Theological Education; Universities
IDENTIFIERS- *Kant (Immanuel)

This essay, originally written by Immanuel Kant in 1798, and presented in both the original German and in facing page English translation, is the first paperback printing of the edition published by Abaris Books, Inc., in 1979. The book is composed of three parts, written at different times, but all dealing with the conflict between the "lower" faculty of philosophy, which is answerable only to individual reason; and the faculties of theology, law, and medicine, which get "higher" precedence in the world of affairs and whose teachings and practices are of interest to the government. Kant makes clear the close alliance between the theological faculty and the government that sanctions its teachings, but can also resort to force and censorship. Therefore, it is argued, the faculty of philosophy is more vital and precious since it encourages independent thought before action and must be protected from censorship in its inevitable conflict with the theological faculty. The first of the three parts is called "The Conflict of the Philosophy Faculty with the Theology Faculty," and is essentially a vindication of the right of the philosophical faculty to freedom of expression. The other two parts, examine the conflict of the philosophy faculty with the faculties of medicine and law, the one preserving the physical "temple" and the other regulating its actions. Part 1 has three appendices covering (1) the conflict between the theology and philosophy faculties, (2) the possible duration and practical use of the Bible, and (3) the subject of mysticism in religion. Notes by the translator are included. (GLR).

ED 354 800 HE 026 219

Background Papers Prepared for the "Study of the Escalating Costs of Higher Education."
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 630p.; For the complete study, see ED 328 114.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive

Internal Medicine; *Medical Research; Occupational Surveys; Physicians; *Postdoctoral Education; Researchers
IDENTIFIERS- Research and Graduate Training Facilities; *Research Training

As the second phase of a larger investigation, this study sought detailed information about the post-doctoral research training experiences of the faculty in departments of internal medicine and about the relationships between their research training experience and subsequent research activity. A six-page survey form was sent to 7,947 full-time faculty members in departments of medicine of whom 79 percent responded. The survey contained questions on location of training and funding, structure of the training program, elements of the training program, impact of the training experience, and recommendations for change. Results indicated that the main characteristics typical of active researchers' training backgrounds are funding by the National Institutes of Health, training duration of at least 1 year, and a large share of training time spent in the laboratory. It was also found that among those who had received peer-reviewed research grants, there was an inverse relationship between duration of training and the length of time from completion of training to the award of the first grant. Appendixes contain the survey instrument, supplementary data, assessment of response bias, comparison of clinical faculty to those without clinical rank designation, NIH clinical research center usage, and additional data comparisons. Contains 14 references. (JB)

ED 354 818 HE 026 238

Educating Medical Students: Assessing Change in Medical Education. The Road to Implementation. ACME-TRI Report.
SPONS. AGENCY- Charles E. Culpepper Foundation, New York, NY.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Curriculum Development; *Educational Change; Educational Objectives; Education Work Relationship; Faculty Development; Higher Education; Information Management; *Medical Education; *Medical Schools; Medical Students; Outcomes of Education; Physicians; School Surveys; Teaching Methods

This report documents and describes ways of mobilizing change in medical schools which in the past 60 years have done little to correct repeatedly documented shortcomings. Much of the report is based on results of a 1990 survey that asked deans of 84 North American Medical Schools to describe how 18 recommended changes were being addressed and implemented at their schools. The report itself identifies 16 published recommendations from the 1980s that best reflect the recurring problems in medical students' education; documents whether and how medical schools are implementing the recommendations; reports perceptions as to barriers to and facilitators of improvement; and identifies actions most likely to improve the education of medical students. In addition the report presents insights into three areas: the schools' responses; the context in which medical students' education exists today; and the kinds of strategies that schools must adopt to foster positive change. Five sections discuss these issues by recommendation topic: (1) organization of the program and management of the curriculum; (2) faculty development; (3) evaluation of students' do American Association of Universities institutions. (CLR)

ED 354 837 HE 026 258

Gibbs, Annette
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing, and Safety. ASHE-ERIC Higher Education Report No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Athletes; *Civil Rights; *Colleges; College Students; Compliance (Legal); Court Litigation; Drug Use Testing; Freedom of Speech; Higher Education; Institutional Administration; Law Enforcement; Legal Problems; *Legal Responsibility; School Law; *School Policy; School Safety; School Security; States Powers; Student Organizations; *Student Rights
IDENTIFIERS- Freedom of Assembly

This monograph suggests solutions for the conflicts, especially prominent in recent years, between students and higher education institutions concerning their respective rights and responsibilities. The discussion focuses particularly on regulating offensive speech, rights of association and assembly, drug testing for athletes, and student safety on campus. Separate sections address each of these issues in turn. The discussion of offensive speech focuses on interpretations of First Amendment rights and advises that colleges should consider policies that are neither overbroad nor too vague, but that restrictions on time, place and manner of speech appropriate for the educational environment and for maintaining law and order on campus are constitutional. The review of rights of assembly and association suggests that once the institution recognizes some groups, other groups should not be denied such treatment simply because the college or university does not agree with their views. On the status of mandatory drug testing for athletes, the monograph notes that most recent court rulings appear to support the position that institutional mandatory drug testing programs violate the principle of protection of privacy guaranteed in most state constitutions. In discussing student safety on campus it is noted that the element of foreseeability has become a criterion for determining liability. A final section suggests recommendations for policy and practice. An index and 167 references are included. (JB)

ED 354 838 HE 026 259

Cornesky, Robert A.; And Others
Using Deming To Improve Quality in Colleges and Universities.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Change; Administrative Policy;

completion. The success of this episode was facilitated, in part, by the teacher's interpretation of how the software might be used, and a classroom environment that supported the kinds of independent and collaborative activities that the software encouraged. The research method employed in this study is micro-ethnographic; and the objectives were to understand classroom learning activities from the point of view of the participants, to describe how innovative educational tools move from design to actual use, and to show how that knowledge may be applied to future designs. (Contains 15 references.) (Author/ALF)

ED 354 856 IR 015 945

Tierney, Robert J.; And Others
Computer Acquisition: A Longitudinal Study of the Influence of High Computer Access on Students' Thinking, Learning, and Interactions. Apple Classrooms of Tomorrow.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Cognitive Style; Communication Skills; *Computer Assisted Instruction; *Computer Literacy; Educational Research; *Educational Technology; Futures (of Society); High Schools; High School Students; Interpersonal Competence; *Learning Strategies; Longitudinal Studies; Optical Scanners; Problem Solving; School Business Relationship; Thinking Skills; Videodisks
IDENTIFIERS- *Access to Computers; *Apple Classrooms of Tomorrow

In this study, six students were followed through 4 years of high school, documenting the impact of unlimited access to new learning tools--such as computers, scanners, and videodisc players--on their thinking, their approach to learning, and their interactions with others. The students were in two different classes and the years of case studies overlapped. After a total of 5 years of detailed observations of the students, as well as lengthy general and debriefing interviews, researchers saw dramatic shifts in students' thinking, learning, and interaction. The goal was to detail the extent to which students use the computer to expand their choices and ways of knowing, sharing, and collaborating. This study departs from most previous examinations of the impact of computers upon learning, in that traditional indices are not used to address the types of skills students acquire in high computer access classrooms. The focus is on computer literacy in terms of its symbolic, cognitive, and social dimensions. This study identifies eight student competencies or abilities: dynamic exploration and representation of information; experimentation and problem solving; social awareness and confidence; effective communication; computer use; independence; expertness and collaboration; and a positive orientation to the future. (Contains 5 references.) (Author/ALF)

ED 354 857 IR 015 946

Dwyer, David C.; And Others
Desktop Social Science: Coming of Age.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- Apr 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

PUB DATE- Feb 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; Comparative Analysis; Computer Literacy; *Computer Science Education; Computer Simulation; *Course Content; *Education Majors; Higher Education; Interactive Video; Knowledge Level; *Learning Modalities; *Preservice Teacher Education; Pretests Posttests; *Teaching Methods
IDENTIFIERS- *Computer Anxiety; Preservice Teachers

Previous studies established that 6 hours of instruction focusing on cognitively demanding aspects of computer use were sufficient to reduce computer anxiety significantly among teacher education students. This paper reports on a study of whether or not it is possible to reduce anxiety at least as efficiently by providing a similar length computer experience that focuses on a less cognitively demanding experience. The sample included 154 preservice education majors at West Virginia University (Morgantown). One group of 59 education majors participated in the interactive video "Classroom Management Simulation," a simulation of four typical management problems. Another group of 96 students was enrolled in a mandatory Computer Awareness Module that is part of the Pre-Professional Skills Test required for admission into the university's teacher education program. Subjects completed a learning styles inventory and a measure of computer anxiety. Posttest anxiety scores for the simulation group were significantly lower than pretreatment anxiety, and the difference was greater than for the computer awareness group. No significant relationship was found between learning modality and computer anxiety, unsurprising since the simulation was expected to be equally effective for visual and auditory learners. Findings imply that computer anxiety may be more effectively reduced in a short time through an application that requires little knowledge about the computer itself. One table compares the pretreatment and posttreatment anxieties of the two student groups. (Contains 27 references.) (SLD)

ED 354 877 IR 016 004

Wishnietsky, Dan H.
Hypermedia: The Integrated Learning Environment. Fastback 339.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software; *Educational Environment; Elementary Secondary Education; Higher Education; *Hypermedia; *Integrated Activities; Learning; *Multimedia Instruction; Teaching Methods

Hypermedia is not a single technology; it is an integrated electronic environment that combines text, audio, and video into one large file. Users can explore information about a subject using several technologies at the same time. Although the technical foundation for hypermedia was established in the early 1970s, it was not until the late 1980s and early 1990s that the hardware for supporting hypermedia became readily

Extension; Library Instruction; *Library Role; *Library
Services; *Reference Services; Universities
IDENTIFIERS- California

Academic reference librarians can enhance the campus cultural diversity of colleges and universities by displaying sensitivity at the reference desk; understanding multicultural group behaviors; avoiding stereotyped attitudes; appreciating a wide range of cognitive style differences; striving to make multicultural students feel comfortable; retaining an appreciation of gender and racial points of view; understanding the need for end-user training tailored to multi-ethnic users for the various computer systems now located in libraries and essential for research; showing that they do not necessarily always expect perfect English from students; possessing personal interaction skills; and encouraging an understanding of the importance of cultural diversity in academic settings. In addition to reference desk interaction, librarians also have opportunities to enhance cultural diversity through bibliographic instruction, academic committee work, outreach activities, summer enrichment programs, literacy advocacy, intern recruitment, and informal mentoring. A tangential benefit of the successful application of these activities is the awareness that preservation of our nation's cultural heritage is an essential library role. (KRN)

ED 354 896   IR 054 401

Moore, Michael G., Ed.
Distance Education for Corporate and Military Training. Readings in Distance Education, Number 3.
PUB DATE- 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Audiovisual Aids; Business; Computer Assisted Instruction; *Distance Education; *Evaluation; Health Education; History; Military Organizations; Postsecondary Education; Teleconferencing; *Trainers; *Training
IDENTIFIERS- Computer Mediated Communication

This publication, which consists of selected readings from volumes 1-5 of The American Journal of Distance Education, is designed for corporate and military trainers who want research-grounded materials that can be used in programs that train trainers. The 12 articles, whose authors come from the army, navy, and airforce, from universities and major corporations, represent various media, different types of organizations, and different processes in the teaching-learning relationship. The articles include: (1) "A Historical Overview of Telecommunications in the Health Care Industry" (Joseph S. Anderson); (2) "Learning from Teletraining" (Allen G. Chute, Lee B. Balthazar, and Carol O. Poston); (3) "Use of Interactive Television for Outreach Nursing Education" (Marilyn B. Major and Donea L. Shane); (4) "A Fourth Generation Distance Education System: Integrating Computer-Assisted Learning and Computer Conferencing" (Allan C. Lauzon and George A. B. Moore); (5) "A Selection Model and Pre-Adoption Evaluation Instrument for Video Programs" (Carla Lane); (6) "Business, Education, and Distance Education" (Stephen Murgatroyd); (7) "Design Considerations in Selecting Teleconferencing for Instruction" (Ellen D. Wagner and Nancy L. Reddy); (8) "Whose Job is Teleconference Reception?" (Shirley Davis and Charles S. Elliot); (9) "A Navy Video Teletraining Project: Lessons Learned" (William L. Maloy and Nancy N. Perry); (10)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Records; Classification; Cyrillic Alphabet; Ideography; Indo European Languages; Library Automation; Library Catalogs; *Library Technical Processes; *Machine Readable Cataloging; *Non Roman Scripts; Online Catalogs; Semitic Languages; Standards; *Written Language
IDENTIFIERS- Asian Languages; Indic Languages; MARC; *Unicode

The dilemma of cataloging works in writing systems other than the roman alphabet is explored. Some characteristics of these writing system are reviewed, and the implications of these characteristics for input, retrieval, sorting, and display needed for adequate online catalogs of such works are considered. Reasons why needs have not been met are discussed, and some of the ways they might be met are examined. The following are four groups into which non-roman systems are generally divided for simplicity and features that have implications for cataloging: (1) European scripts--upper and lower case (Greek, Cyrillic, and Armenian); (2) Semitic scripts--read right to left (Hebrew and Arabic); (3) Indic scripts--implicit vowel (indigenous scripts of India and Nepal); and (4) East Asian scripts--very large character repertoires (Chinese, Korean, and Japanese). Unicode, which is an effort to define a character set that includes the letters, punctuation, and characters for all the world's writing systems offers assistance in cataloging, and will probably become an international standard late in 1992. Uses of Unicode and the MARC format are explored. (Contains 17 references.) (SLD)

ED 354 916 IR 054 502

Todd, Ross J.; And Others
The Power of Information Literacy: Unity of Education and Resources for the 21st Century.
PUB DATE- Jul 92
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 19-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Change Agents; *Curriculum Development; Foreign Countries; *Information Literacy; Information Utilization; Interviews; Knowledge Level; Library Instruction; Library Skills; Models; Qualitative Research; *School Libraries; Secondary Education; Secondary School Students; Secondary School Teachers; Users (Information)
IDENTIFIERS- *Information Skills; Marist Sisters College (Australia)

Information literacy is the ability to use information purposefully and effectively. It is a holistic, interactive learning process encompassing the skills-based phases of defining, locating, selecting, organizing, presenting, and evaluating information from sources that include books and other media, experiences, and people; being able to consider information in light of knowledge; adding information to current knowledge; and applying this knowledge to solve information needs. An approach for promoting information literacy and establishing an integrated information skills program in a school is described. At Marist Sisters' College, a secondary school in Sydney (Australia), an action research staff and administrator exchange program, which sends participants to work with counterparts in Mexico and Europe for 2 weeks and hosts administrators from foreign countries. The fourth program focuses on faculty, staff and administrator professional development, including the Thailand Project, a 1-month set of seminars in Thailand for industrial technology instructors. Fifth in the list of endeavors is a cluster of campus environment and community outreach programs that include an annual newsletter, a World Affairs Forum, and a Minority Student committee to arrange campus speakers, forums, and artistic events focusing on specific countries. The final program involves an integrated approach to internationalization across the curriculum, including special language programming, the use of the C-SPAN cable television channel, courses on Latin American culture, a learning resource center, and a proposal to send five faculty members and one administrator to the Training and Resource Center for International Education for Community Colleges in the Midwest, located at Kalamazoo Valley Community College in Kalamazoo, Michigan. (MAB)

ED 354 933 JC 930 102

Alfred, Richard L.; And Others
Making Community Colleges More Effective: Leading through Student Success.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 37p.; Color graphics may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Attitudes; Ancillary School Services; College Role; *Community Colleges; *Educational Assessment; Educational Improvement; Educational Quality; Institutional Mission; *Institutional Research; Models; National Surveys; *Organizational Effectiveness; Participant Satisfaction; Program Evaluation; Role of Education; School Surveys; Self Evaluation (Groups); Student Attitudes; *Teacher Attitudes; Two Year Colleges; Two Year College Students

Drawing from a survey of 2,115 executive and mid-level administrators, research/assessment coordinators, and full-time faculty at 136 community colleges nationwide, this report presents findings regarding community colleges' definitions of student success, identifies the characteristics of high-performing institutions and assesses the extent to which colleges possess these characteristics, and presents strategies for improving student success. After part 1 underscores the need to understand how colleges define and support student success and assess achievement, part 2 examines the role of student goals and expectations, organizational culture, student outcomes, and client satisfaction in understanding and defining student success. Part 3 examines the institutional characteristics and practices contributing to student success, including a reputation for quality, distinctiveness, and innovation; flexible strategies for delivering programs and services; and systems for evaluating and improving performance. Part 4 describes current practices in academic and support services delivery, and presents a new model of delivery. Part 5 describes strategies and approaches for the assessment of student progress and performance, while part 6 describes how institutions can organize for student success, examining the key areas of outreach, organizational responsiveness, and the

NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; Ancillary School Services; Budgets; College Planning; Community Characteristics; Community Colleges; Comparative Analysis; Educational Facilities; Educational Finance; *Enrollment; Enrollment Trends; *Institutional Characteristics; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

Intended for use by decision makers involved in the planning and management of the College of the Canyons (CC) in Valencia, California, the eight sections of this fact book present information and data on the college, the college district, finances, and facilities. Section I discusses CC's mission, institutional values, planning assumptions, long-range goals, the academic management process, and the planning process. The second section focuses on the Santa Clarita Community College District, providing data on actual and projected population growth from 1980 through 2010, participation rates by city, county demographics and housing trends, employment projections, and actual and projected numbers of high school graduates. The third section charts organizational structure at the district, including administrative, instructional, student services, learning resources, personnel services, and business services levels. Section IV provides data on student enrollment, ethnicity, gender, educational goals, degrees and certificates awarded, and transfers, while section V discusses faculty and staff characteristics. The sixth section discusses academic programs and services, including data on enrollments, use of services, and library circulation, while the final sections deal with financial resources and allocations for 1987 through 1992 and physical facilities, including construction project descriptions. Highlighted data include the following: (1) in fall 1991, CC employed 70 full-time faculty, 15% of whom held a doctorate; (2) 537 course sections were scheduled in fall 1991, and the college offered 28 degree programs; (3) during 1991-92, 252 Associate in Arts degrees, 198 Associate in Science degrees, and 766 certificates were awarded; (4) the fall 1991 end-of-term enrollment was 6,402 students; and (5) 56% were female, 24% were non-white, and the students had a median age of 23. Detailed data tables are included. (PAA)

ED 354 950   JC 930 120

Survey of Part-Time Faculty, Fall 1992.
PUB DATE- Jan 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Adjunct Faculty; College Faculty; College Planning; Community Colleges; Comparative Analysis; Faculty Development; *Instructional Improvement; *Part Time Faculty; *Program Evaluation; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; Teaching Load; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

The Associate Program for Adjunct Faculty (APAF) at the College of the Canyons (CC) in Valencia, California, includes efforts better essays than feedback about language, grammar, and usage; (4) many students do not read their teachers' written feedback, and those who do read the comments seldom use them as guides in revising or writing papers; and (5) students' primary interest is their grade on a given composition, not teacher comments. Next, the paper reviews social psychology research, providing support for the notion that poor-achieving composition students will tend to discredit their teachers' written and oral feedback in order to preserve a positive view of self. The final sections of the paper discuss the implications of the feedback research for composition theory, developmental writing instruction, and further research. (AC)

ED 354 966 JC 930 138

Orrange, Mary Beth
Promoting Excellent Teaching: The Chair as Academic Leader.
PUB DATE- 19 Feb 93
NOTE- 6p.; Paper presented at the Annual International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Classroom Techniques; Community Colleges; *Cooperative Learning; Faculty Development; Group Activities; Group Discussion; *Instructional Effectiveness; Instructional Improvement; *Learning Activities; Organizational Climate; *Student Participation; *Teacher Effectiveness; Teaching Skills; Two Year Colleges
IDENTIFIERS- Erie Community College NY

Collaborative Learning (CL) is a form of instruction in which small groups of students work together on tasks utilizing set structures and specific time limits that are controlled by the teacher. At Erie Community College (ECC) in Buffalo, New York, several structured activities for CL have been developed for use in the classroom. In the "Three Step Interview" technique, students are grouped into pairs. Each student conducts a content-based interview of the other student, and then the pair meets with another pair of students to share what they have learned. In the "Think-Pair-Share" technique, a single question or problem is posed to the class. After formulating individual responses, students form pairs and develop a common response or solution. In the "Roundtable" technique, students form groups with a minimum of three members, then brainstorm to solve a particular problem. In implementing CL, instructors should introduce the new activities slowly, avoid self-selected groupings of students, seek feedback from students, assign roles in each group to ensure participation, prepare tasks for students who finish early, and establish homework partners. Through CL focus groups which meet several times each semester, faculty at ECC share their experiences utilizing CL techniques. To introduce part-time faculty to CL, the New Faculty Orientation program at ECC utilizes CL techniques. As a result of the focus groups and the use of CL approaches in the classroom, a strong sense of community has developed at ECC, both between faculty and among students. (PAA)

ED 354 967 JC 930 141

Smith, Larry; Dean, Winston
Vocational Education Outcomes for Eleven Grossmont College

programs to offer their employees, many companies go through a planning phase that involves an analysis of employees' needs and a review of community resources. The three most frequent solutions to helping employees solve problems of work and family have been the provision of information and financial assistance through corporate child care resource and referral programs, Flexible Spending Accounts, and parent seminars in the workplace. About 200 corporations have created child care centers. An increasing number of companies have developed initiatives to increase the supply and quality of child care services; individual or collaborative corporate contributions; special funds; and sponsorship of accreditation efforts. Four major groups convene the task forces on local child care problems with which businesses tend to be involved: the United Way; resource and referral agencies; chambers of commerce; and state executive offices. Corporations are also involved in legislation relating to child care. Questions concerning corporate endeavors to provide child care assistance center around the degree to which corporate programs: (1) are developed with thoughtfulness; (2) deplete the community of its best resources; (3) improve quality or endorse efforts to lower standards; and (4) are attracted to family support programs at the workplace or see them as peripheral. (HOD)

ED 354 984   PS 020 833

McLean, S. Vianne
Developing Personal Practical Knowledge in Early Childhood Teacher Education: The Use of Personal Narratives.
PUB DATE- Aug 92
NOTE- 19p.; Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescholaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Early Childhood Education; Foreign Countries; Higher Education; *Personal Narratives; Preservice Teacher Education; *Teacher Education; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- *Australia; *Teacher Knowledge

This document reports on the use of personal narratives about teaching in early childhood preservice teacher education programs. The first part of the paper outlines a study which examined staff and student perceptions of the use of stories about teaching practice in a teacher education program in Brisbane, Australia. The second part of the paper examines a new Bachelor of Teaching program in the School of Early Childhood at the Queensland University of Technology (Australia), which used case study literature and provided students with direct contact with teachers in the field. It is concluded that, by using personal narratives about teaching, teacher educators can improve their ability to support students' efforts to become early childhood teachers. (MM)

ED 354 985   PS 020 836

Skilbeck, Malcolm
The Utility of Early Childhood Education: An OECD View.
PUB DATE- Aug 92
NOTE- 22p.; Paper presented at the European Conference on the Quality of Early Childhood Education (2nd, Worcester, England,

children in the classroom, and highlighted legislation (H.R. 1522) which would prohibit corporal punishment in educational programs funded by the federal government. Statements were presented by the following people: (1) Irwin A. Hyman, Director, National Center for the Study of Corporal Punishment and Alternatives in the Schools; (2) Marian Pokalo, Supervising Physician and Supervising Psychologist, Atlantic Mental Health Center, Atlantic City, New Jersey; (3) George Batsche, President, National Association of School Psychologists; (4) Frederick C. Green, Past President, National Committee for the Prevention of Child Abuse; (5) Arlene Zielke, Vice-President for Legislative Affairs, National Parent Teacher Association; (6) Jimmy Dunne, President, People Opposed to Paddling Students; (7) Robert Fathman, President, National Coalition to Abolish Corporal Punishment in School; and (8) Fredda Brown, Association for the Severely Handicapped. Prepared statements, letters, and supplemental materials related to the subject of corporal punishment are also included. (MM)

ED 355 004 PS 021 138

Hearing on H.R. 5730, the Lead Exposure Reduction Act of 1992. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (September 10, 1992).
PUB DATE- 93
NOTE- 98p.; Serial No. 102-116. Newspaper clips will not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Welfare; Elementary Secondary Education; *Environmental Standards; *Federal Legislation; Federal Regulation; Hazardous Materials; Hearings; *Lead Poisoning; Physical Health; *School Safety
IDENTIFIERS- Congress 102nd; Proposed Legislation; Testimony

This document presents transcripts of testimony on provisions related to schools in the Lead Exposure Reduction Act of 1992 (H.R. 5730). Statements are presented by: (1) James Murphy, Superintendent of Schools, Bayonne, New Jersey, and Legislative Chairperson, American Association of School Administrators; (2) Vaughn Barber, Law Department, Chicago Board of Education; (3) Arlene Zielke, Vice-President for Legislative Affairs, National Parent-Teacher Association; (4) Robert F. Chase, Vice-President, National Education Association; (5) George A. Kupfer, Vice-President and Chief Operating Officer, National Science Foundation International; and (6) Henry A. Waxman, a United States Representative from California. Prepared statements, letters, and supplemental materials (including research report summaries and copies of newspaper and magazine articles related to the subject) are also included. (MM)

ED 355 005 PS 021 139

Anderson, Robert H.; Pavan, Barbara Nelson
Nongradedness: Helping It To Happen.
PUB DATE- 93
NOTE- 266p.
LANGUAGE- English

Involvement in Adult Activities.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Anthropology Association (San Francisco, CA, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Community Influence; Cross Cultural Studies; *Cultural Activities; *Cultural Differences; Family Influence; Foreign Countries; *Parent Child Relationship; Play; Socialization; Social Values
IDENTIFIERS- *Adult Child Relationship; Efe (People); Guatemala; Maya (People); United States; Zaire

This study gathered information on the extent to which children participate in the mature routines of their community, and the extent to which elders participate in child-centered activities. Subjects were children ranging in age from 30 to 45 months from the four societies of: (1) Mayan Indians living in a rural Guatemalan town; (2) the Efe living in the Ituri rainforest of northeastern Zaire; and (3) urban middle-class communities in Boston and Salt Lake City. Researchers visited 12 families from each of the 4 communities and monitored children's conversations and conversations of others held within the child's hearing. Findings showed that Efe and Mayan children had many opportunities to observe and participate in adult economic activities. Adults in United States communities were more likely to use lessons to teach children about the world around them and more likely to be partners in play than Efe or Mayan adults. Findings suggest that when children take part in the mature practices of their community, the skills and social customs valued by the community are readily available to them; in communities where most economic activity goes on outside of the home and neighborhood, children's experience with the mature practices of their community is limited. (HOD)

ED 355 025 PS 021 208

Child Care: States Face Difficulties Enforcing Standards and Promoting Quality. Report to Congressional Requesters.
PUB DATE- Nov 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; *Day Care Centers; Early Childhood Education; *Educational Quality; *Family Day Care; National Surveys; Sanctions; *Standards; *State Federal Aid
IDENTIFIERS- *Child Care and Development Block Grants; Department of Health and Human Services; On Site Monitoring; *Regulatory Programs

This report discusses efforts to ensure and promote quality child care through enforcement of state standards and other activities. The Child Care and Development Block Grant Act of 1990 authorized the dispersing of funds to states for child care services through the United States Department of Health and Human Services (HHS). These funds are used for such regulatory activities as screening applicants for licensure as child care providers, on-site monitoring, and imposing sanctions. Other methods used by states to ensure safety in child care settings include educating parents, training providers, establishing complaint hotlines, and requiring liability insurance. The report details the insufficiency of book is divided into 14 chapters. The first four chapters provide background information that form the program's foundation. Chapter 1 discusses techniques to help children build powerful intelligence. Chapter 2 provides general instructions and cautions, such as avoiding pressure and establishing an optimum physical environment. Chapter 3 outlines ways to think and act from a child's viewpoint, and provides examples of the ways in which reinforcement can guide teaching behavior. Chapter 4 describes ways to use household items and educational toys as teaching aids. The next nine chapters provide information for teaching children in the following age groups: the first 10 months; 18 to 24 months; 2 to 3 years; 3 to 4 years; and 4 to 5 years. Each chapter discusses characteristics of the age group concerned, offers practical teaching suggestions, and describes games and activities that use common household items as teaching aids. The final chapter outlines procedures to help prepare children for school, and includes suggestions for teaching directions and games that require abstract reasoning. (MM)

ED 355 044 PS 021 249

Fire Safety: Protecting Our Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session (August 11, 1992).
PUB DATE- 93
NOTE- 131p.; Contains many pages of small type. Photographs will not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accident Prevention; *Alarm Systems; Children; Death; *Fire Protection; Government Role; Hearings; Injuries; *Safety Education
IDENTIFIERS- Congress 102nd; *Fires; *Fire Safety Education

This hearing, chaired by Representative Patricia Schroeder, was held to find ways to reduce the number of deaths and injuries that result from fires. Testimony or prepared statements were given by Representatives Schroeder, Michael Bilirakis, Romano Mazzoli, and Curt Weldon, as well as nine other individuals involved in fire safety issues, including professional fire fighters, members of fire safety groups, and concerned citizens. It was noted that the United States has one of the highest per capita fire death rates in the world, with roughly 6,000 fire deaths each year. Young children are at great risk of death and injury due to fire burns, with nearly 1,400 child fatalities and 14,000 serious injuries each year due to fires. The monetary costs of fires are tremendous, with over $50 billion spent each year on property losses, medical and insurance costs, fire department expenditures, and fire protection costs. Careless smoking and playing with fire cause the most harm to children. Poverty and poor living conditions increase the risk of fire death and injury. Smoke detectors and other safety devices greatly reduce the chances of dying in a fire. Despite the effectiveness of such safety devices, more preventive and educational measures are needed. (MDM)

ED 355 045 PS 021 250

Lead Exposure Reduction Act of 1992. Report together with Additional and Dissenting Views To Accompany 5730 (Including Cost Estimate of the Congressional Budget Office.) Part 1 and Part 2. House of Representatives, 102d Congress, 2d Session.

DESCRIPTORS- *Cultural Pluralism; *Culture Conflict; Educational Attitudes; Educational Development; Ethnocentrism; Higher Education; *Multicultural Education; Personal Narratives; *Resistance to Change; *School Community Relationship; State Universities; *Traditionalism
IDENTIFIERS- *Appalachia

In the mid-1980s, a community college in a parochial Appalachian town became a state university. The new university was created at the behest of a powerful state politician despite the opposition of the faculty, administration, and board of the community college. A college of education was created and an interdisciplinary general education program containing strands of pluralistic multiculturalism was designed. Consultants from other universities, drawn by the opportunity of "creating a university from scratch," brought technical and academic expertise but little in the way of understanding or strategies for implementation into the area's culture. When the local culture, which values remembering its cultural system in order to reproduce it, was "invaded" by a culture that values reflecting on its systems in order to "improve" them, conflict was inevitable. From the perspective of those viewing the university as a pluralistic culture forced upon them, the curricular changes being proposed were clear cases of cultural imperialism. The dominant local culture saw democratic pluralism as yet another way for progressives to push larger societal goals over the values of smaller communities. In the end, few of the "outsiders" lasted 4 years, and the proposed changes were subverted by inaction. The study reflects on the need to clarify the reasons for having a multicultural curriculum before engaging in a parochialist-pluralist dialectic. (SV)

ED 355 064 RC 019 004

Flores, Juan M., Ed.
Chicanos in Higher Education.
SPONS. AGENCY- Tomas Rivera Center, Claremont, CA.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Teachers; Educational Experience; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; *Higher Education; *Mexican Americans; Minority Groups; Professors; Sex Discrimination; Student Financial Aid; Tenure; Women Faculty
IDENTIFIERS- *Chicanos; Empowerment; Isolation (Professional); *Latinos

This "special theme" journal issue focuses on higher education of Chicanos and Latinos. The journal includes the following articles: (1) "Dilemmas of Chicano and Latino Professors in U.S. Universities" (Hisauro Garza); (2) "Analysis of Tenure Among Hispanic Higher Education Faculty" (Richard R. Verdugo); (3) "Experiences of Multiple Marginality: A Case Study of Chicana 'Scholarship Women'" (Holguin Cuadraz); (4) "Hispanic Underrepresentation in Higher Education: A Personal Perspective" (Mario L. M. Baca); (5) "Policy Issues that Close Access to Higher Education: Toward the Empowerment of Latino/Chicano Youth" (Alberto M. Ochoa and Others); (6) "Access or Deterrence? Student Financial Aid and Low-Income Chicanos/Latinos" (Whitney Laughlin); and (7) "Induction Programs for Bilingual Teachers: Addressing the Needs of Teachers in Language Minority Education" (Joan Wink and Juan M.

DESCRIPTORS- *Administrator Attitudes; Educational Change; Educational Cooperation; Educational Needs; Elementary Secondary Education; Family Problems; *High Risk Students; *Parent Attitudes; Parent Participation; Rural Education; *Rural Schools; *School Effectiveness; Surveys; *Teacher Attitudes
IDENTIFIERS- Ohio

This study examined barriers facing rural schools in serving students at-risk and the perceptions of teachers, parents, and administrators related to the difficulty in changing these barriers. Seventeen rural school districts representing 5 counties in southern Ohio participated in the study. The survey collected 846 completed responses from parents, teachers, and administrators. The survey items were ranked on a likert scale to measure the perceived barrier and the possible change. Student and family variables such as low self-esteem, early school failure, and lack of parental involvement were rated high. These barriers were also viewed as moderately difficult or very difficult to change. The barriers perceived easy to change were related to the school such as informing the community about school operations and utilizing volunteers. Collaboration is a possible approach to involving key school and community personnel in addressing the needs of rural students at-risk and securing additional services and intervention for at-risk students. Appendix includes survey results. (LP)

ED 355 083 RC 019 077

Study of the Indian Education Fellowship Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 30 Apr 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; *American Indian Education; *American Indians; Educational Attainment; Education Work Relationship; Employment; Federal Programs; *Fellowships; Higher Education; Institutional Characteristics; *Outcomes of Education; *Student Characteristics
IDENTIFIERS- *Indian Education Fellowship Program

This document represents a study of the Indian Education Fellowship Program that provides Indian students with financial assistance to attend colleges, universities, or professional schools. It describes the individuals who received Fellowships during 1985-1989 and the higher education institutions they attended. Data were obtained by reviewing application files of recipients and the Integrated Postsecondary Education Data System (IPEDS), contacting university registrars' offices, and conducting a mail survey of the recipients and telephone interviews of recipients' institutions. A total of 287 out of 482 recipients (60 percent) from 178 institutions returned the mail questionnaires. Results of the study indicate: (1) 74 percent of undergraduates and 80 percent of graduate students were enrolled in good standing or had completed their academic programs; (2) of the recipients who completed school, 59 percent of undergraduates and 85 percent of graduate student recipients were employed; and (3) among employed recipients, about 60 percent had at least one job that involved them with members of the Indian community. Good standing enrollment and completing the program are related to: not taking time out, receiving the Fellowship for more years, not having children,

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Attitude Change; Education Majors; Elementary Education; Elementary School Teachers; Experiential Learning; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; *Methods Courses; *Preservice Teacher Education; Student Attitudes
IDENTIFIERS- Preservice Teachers

Research has shown that elementary teachers are mathematics anxious, and that this anxiousness can be transmitted to their students. Therefore, many students are not afforded the opportunity to participate in a comfortable mathematics environment. Preservice elementary teachers (n=63) reported their pre- and posttest mathematics anxiety using the Mathematic Anxiety Rating Scale. They completed an experienced-based mathematics methods course in which their enrollment was required. Results from t-tests and ANOVAs revealed significantly lower mathematics anxiety levels for students of all ages (20-41 years old) with levels of high school mathematics ranging from algebra I to calculus. Teacher educators should be aware that an experience-based mathematics methods course not only prepares teachers to teach mathematics, but it prepares them to teach mathematics with less anxiety. (Contains 21 references.) (Author)

ED 355 100 SE 053 300

Hennes, James D.; And Others
Colorado Student Enrollment in Mathematics and Science, Fall 1991. A Survey of Enrollment of Colorado Public School Students, Grades 7-12, in Science, Mathematics, and Computer Science Courses.
PUB DATE- May 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science; *Course Selection (Students); Cultural Differences; *Enrollment; Enrollment Trends; Mathematics; *Mathematics Education; Public Schools; School Demography; *Science Education; Secondary Education; Secondary School Mathematics; *Secondary School Students; Sex Differences
IDENTIFIERS- *Colorado

In recent years the graduation requirements in mathematics and science have increased in response to state and national goals calling for increased competency by U.S. graduates in those areas. Data on course enrollment in science, mathematics, and computer science in grades 7-12 were collected from 89 percent of the schools in Colorado in October, 1991. Results indicated that all students in grades 7-8 and nearly 80 percent of the students in grades 9-12 in fall, 1991 were enrolled in mathematics and science courses. Computer enrollments were small. From 20%-30% of of grades 7-8 and 10% of grades 9-12 were enrolled in advanced mathematics classes. Approximately 9% of students in grades 9-12 were enrolled in advanced level science courses. Males and females were taking advanced courses in nearly equal proportions, with girls more likely to be in advanced biology and boys in advanced physics and computer science. Asian American students were most likely to be in advanced mathematics and science courses, almost twice as likely as African American, Hispanic, or American Indian

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; *Educational Experience; *Females; Foreign Countries; Grade 8; Interviews; Junior High Schools; Junior High School Students; Mathematics; *Mathematics Education; Parent Influence; *Personal Narratives; Prior Learning; Qualitative Research; Sex Differences; *Student Attitudes; *Teacher Influence; Womens Education
IDENTIFIERS- *Narrative Inquiry

Narrative accounts construct and reconstruct stories of school experiences in order to make meaning of them. This document reports the results of narrative inquiry in the mathematics experiences of 7 women and 15 eighth-grade girls in an effort to determine why women and girls avoid mathematics. Memories and reflections were gathered using narrative-based tools, such as letters and stories, and interviews. This data was examined for underlying themes and images relative to the research question. Four themes emerged from the analysis: (1) the influence of teachers' behaviors on students (teachers who made students feel special, cared for, honored and liked, were remembered fondly); (2) the influence of parents' behavior (their support or lack of support) on students' (wish to do well to please parents); (3) personal decisions regarding attitudes toward mathematics; and (4) attitudes of boys toward girls. Results indicated that teachers were the focus of the stories told by the participants. Participants recounted how teachers affected the way the participants felt in the mathematics classroom and how teachers who made connections to real life situations were the best teachers. Participants expressed frustration in dealing with help from their parents. Results suggest that having students tell the stories of their experiences may need to be an integral part of the classroom environment and curriculum. (Contains 68 references.) (MDH)

ED 355 119 SE 053 487

Putnam, Ralph T.; Reineke, James W.
Learning To Attend to Students' Mathematical Thinking: Case Study of a Collaboration. Elementary Subjects Center Series, No. 79.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Case Studies; Change Agents; Classroom Communication; College School Cooperation; *Discussion (Teaching Technique); *Educational Change; Elementary School Mathematics; Grade 4; Grade 5; *Instructional Improvement; Intermediate Grades; Mathematics Education; *Mathematics Instruction; Student Attitudes; Teacher Attitudes; Teaching Methods; *Thinking Skills; Verbal Communication
IDENTIFIERS- *Mathematical Thinking; Student Expectations

Recent calls for reform in mathematics education suggest students must learn to recognize mathematical elements in situations, flexibly apply appropriate mathematical tools, and engage in mathematical reasoning. These things suggest teachers must make their students' thinking a prominent part of their classroom instruction; they must make their students thinking public. In this report the authors describe the efforts of two university researchers and one teacher to make students' thinking public in a combination fourth- and fifth-grade classroom. Through a of statistical data are included. (Author/DB)

ED 355 138 SO 022 774

Hepburn, Mary A.; Jackson, Edwin L.
Citizenship Education for Elementary Grades: Lessons for K-6.
PUB DATE- 85
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; Concept Formation; *Democratic Values; Elementary Education; *Elementary School Curriculum; Government Role; *Political Socialization; *Social Studies; *Student Attitudes
IDENTIFIERS- Georgia

Traditionally, civic education has been introduced at the eighth grade level. Research indicates that youngsters begin learning political information and attitudes much earlier. With that in mind, this publication is designed around concepts that can be developed throughout the primary and intermediate grades. Elementary students can begin to learn about citizenship as behavior related to the protections, obligations, and activities associated with being democratic citizens. This book identifies basic citizenship concepts and skills and presents lessons to teach such concepts and skills in the elementary classroom. Most lessons are self-contained, and include activities, handouts, and teacher keys. The lessons are designed so that little preparation is required before class. While the book was developed for use in Georgia schools, its strong component of state and local citizenship is adaptable for use in any U.S. city, county, or state. (LBG)

ED 355 139 SO 022 788

Stillman, Ronni Gordon
Local Case Study: History and Community Support in Brookline, Massachusetts.
PUB DATE- Oct 91
NOTE- 9p.; Paper presented at the Conference on Improving History and Civic Education (Washington, DC, October 8-9, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Activism; *Advanced Courses; Case Studies; *Citizenship Education; *Community Involvement; Curriculum Enrichment; *European History; High Schools; *History Instruction; Parent Role; Parent School Relationship; Social Studies
IDENTIFIERS- Brookline Public Schools MA

This document presents a case study of the reinstatement of Advanced Placement European History at Brookline High School (Massachusetts). The paper explores the parents' role in reviving the course and indicates that proponents of the course were rebuffed despite a petition campaign in support of the course. Course backers formed the "Brookline Committee for Quality Education" to press for greater accountability in the public school system. That group, with the support of the press, was partly successfully in a second petition drive. The course returned to the curriculum, but on the condition that students also took a non-Western studies course. The study concluded that parents can have a positive effect on their

Units of Study
IDENTIFIERS- English History

Prior to a curriculum unit on the English colonies in America taught within a U.S. history course, two classes of fifth-graders stated what they knew or believed was true about colonies and what they wanted to learn about them. After the unit, they reported what they had learned about the English colonies in North America. In addition, a stratified sample of 10 students were interviewed concerning several subtopics. By the end of the unit, students had acquired a good deal of information, although there were important gaps in the students' general knowledge (most notably, lack of knowledge about life in 16th and 17th century England that would provide a reference point for comparisons with life in the colonies) and a variety of misconceptions were developed as the students reasoned from their very limited knowledge bases (e.g., that Europeans started coming to America because Europe was overcrowded, that the colonies were all small villages surrounded by stockades, or that life in all of the colonies resembled life among the Puritans at Plymouth Plantation as it had been depicted to the students via a children's literature selection). The findings illustrate the tradeoffs involved in using children's literature selections rather than traditional textbooks as the primary representation of historical content to children. (Contains 26 references.) (Author/LBG)

ED 355 159 SO 022 987

Brophy, Jere; And Others
Fifth-Graders' Ideas about the Westward Expansion of the United States Prior to the Civil War, Expressed before and after Studying the Topic within a U.S. History Course. Elementary Subjects Center Series No. 82.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 89p.; For other titles in this series, see SO 022 980-986.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Civil War (United States); Curriculum Research; Grade 5; Intermediate Grades; Outcomes of Education; *Social Studies; Student Attitudes; Student Development; *United States History; Units of Study
IDENTIFIERS- *Westward Movement (United States)

The study that is the subject of this document focused on how fifth-graders' knowledge and thinking about the westward expansion of the pre-Civil War United States was affected by students' participation in a curriculum unit on the topic. A stratified sample of 10 students was interviewed before and after they participated in the unit to determine, first, what they knew (or believed was true) about the subject and second, what they learned about it. Prior to the unit, students' knowledge about U.S. history was focused on events that occurred east of the Appalachian Mountains, except for what they may have remembered from a unit on Michigan history that they studied as fourth graders. Through the unit, students learned a great deal about the Wilderness Trail, the Louisiana Purchase, the Lewis and Clark expedition, the war against Mexico, the California gold rush, and the transcontinental railroad. While there were few outright misconceptions on such topics among the students, they had not yet developed a rich context of background information within which to assimilate what they were learning about westward expansion of the new

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Curriculum Development; *Educational Change; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Instructional Improvement; Mathematics Instruction; Minority Group Teachers; Organizational Objectives; Policy Formation; Preservice Teacher Education; Program Design; Program Effectiveness; Program Implementation; *Program Improvement; *Schools of Education; Science Instruction; Self Efficacy; *Teacher Education Programs; Universities
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; Project 30 (Teacher Education); *Reform Efforts

Project 30 is a national initiative of 30 representative institutions of higher education charged with redesigning teacher education programs. Objectives include implemention of reforms that will increase the competence and authority of teachers, provide for the substantive and imaginative development of the intellect of students, and strengthen the teaching profession. This report, based on a Project 30 national conference devoted to exploring implications of the five project themes or conversations is organized into three sections: (1) Education Program Reform in Method and Content; (2) Education Program Reform in Service; and (3) Limitations and Possibilities. Section 1 focuses on: initiation of dialogue between faculty from different disciplines and departments within the institution; team formation, for work on specific projects; and curriculum reform including creation of new courses, new majors, or new requirements in an attempt to improve their teacher education programs. Section 2 reports on collaboration between colleges and universities, and improvement of mathematics and science instruction (giving specific project description) and on efforts to integrate math and science instruction. Section 3 provides reports from several schools on problems encountered and the need for understanding real limitations, constraints, and politics of reform; and recommendations for the future. The final section is an epilogue entitled "Getting beyond the Reform Slogans." Information on the institutional characteristics of each of the Project 30 team members is provided. (LL)

ED 355 180 SP 034 177

Dildine, Robert A.
A Report to the Minnesota Legislature concerning Interscholastic Athletic Equity in Minnesota High Schools.
SPONS. AGENCY- Minnesota State Legislature, St. Paul.
PUB DATE- 23 Mar 92
NOTE- 127p.; Six sample athletic report forms are cropped (appendix B).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Equity (Finance); Educational Opportunities; Enrollment Rate; *Equal Education; Equal Facilities; *Extramural Athletics; High Schools; High School Students; *Sex Differences; *Student Participation; Womens Athletics
IDENTIFIERS- *Minnesota

This report analyzes interscholastic athletic programs offered by Minnesota high schools to identify errors in data reporting and suggest corrective action, identify areas of gender inequality in athletic offerings, and identify needed improvements in assessment system. Eight appendices provide statistics on the assessment instruments; 61 tables and 12 figures are included. (LL)

ED 355 197 SP 034 290

Abdal-Haqq, Ismat
Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- der: Structured Simulation Task Life/General Science Teachers; Science Laboratory Assessment; Langu
DESCRIPTORS- *Agency Cooperation; Coordination; *Educational Environment; Elementary Secondary Education; Family School Relationship; Health Needs; *High Risk Students; Holistic Approach; *School Role; Social Services; Student Needs; Student Welfare; *Teacher Education Curriculum; Teacher Role
IDENTIFIERS- ERIC Digests; *Integrated Services

Integrated services is a coordinated, holistic approach to addressing children's needs, particularly the needs of at-risk children, in which the school is the hub of a network of service providers and a link between these service providers and children and their families. The focus is on wellness and prevention; the programs provide a comprehensive range of education and human services to help children overcome barriers to academic success. Integrated services programs may be school-based or school-linked. Examples of services may include tutoring and remediation, job counseling, medical services, mental health counseling, drop-out prevention, recreation, and services for homeless youth. The argument for this approach to meeting children's needs rests on six basic premises: that (1) all facets of a child's well-being impact on his or her potential for academic success; (2) an increasing number of American school-age children can be considered at risk for failure; (3) prevention is more cost-effective than correction or remediation; (4) at-risk children, come to school with multiple problems that cut across conventional health, social, and education systems boundaries; (5) current child-delivery services are fragmented and uncoordinated; and (6) because schools have sustained long-term contact with the majority of children, they are the logical gateway for providing multiple services to children. Although various integrated service models exist, successful programs share many of the same characteristics. They are family-focused, prevention-oriented, community-centered, and responsive to local needs; they offer a continuum of services; they avoid duplication and gaps, and they enable personal relationships to exist between families and staff. These programs bring with them various implications for teacher education, for example: teachers need to be trained to identify students who need intervention, to take part in the collaborative process; and to view themselves as part of a team effort to address the academic social, and health development of students. (IAH)

ED 355 198 SP 034 316

New Directions in Teacher Education for the 1990s; A Report on the Statewide Conversation about the Agenda for Teacher

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; *Educational Objectives; Educational Strategies; Elementary Education; English; Foreign Countries; *French; *Immersion Programs; Information Dissemination; Instructional Materials; Learning Problems; *Native Language Instruction; Parent School Relationship; Phonics; *Scheduling; Second Language Instruction; Second Language Learning; Spelling; Student Needs; *Transitional Programs; Writing (Composition); Writing Skills

IDENTIFIERS- *Alberta

This guide is designed for Alberta (Canada) parents of French immersion students beginning formal English language instruction for the first time. In question-and-answer format, it discusses issues commonly of concern to these parents. Issues addressed include the following: why English instruction is introduced in the second or third year of schooling; what the child already knows about reading and writing; how long it will take for the child to catch up with children in the regular English-language program; what the parent can expect to be happening in the English language learning classroom; what to do if the child is experiencing difficulties; and helping the child make a successful transition. Samples of 3 grade 3 children's writing, at the beginning of the transition year and 10 weeks later, are also presented, with comments on specific areas of progress in English composition. (MSE)

ED 354 762 FL 020 967

Framework for a Locally Developed Language Arts Curriculum (ECS-Grade 12) for a Language Other Than English or French.

PUB DATE- 91

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Basic Skills; *Behavioral Objectives; *Bilingual Education Programs; Class Activities; Cultural Awareness; *Curriculum Design; Curriculum Development; Early Childhood Education; Educational Objectives; Educational Philosophy; Educational Technology; Elementary Secondary Education; Foreign Countries; Grade 3; Grade 6; Grade 9; Grade 12; *Language Arts; Language Skills; Second Language Learning; *Second Languages; Skill Development; State Legislation; Student Evaluation; Transfer of Training

IDENTIFIERS- *Alberta

The guide is intended for use by Alberta's (Canada) local school authorities developing a language arts program in a language other than English or French. In these partial immersion programs, instruction is provided in a language other than English or French for 25-50% of the school day. The first section describes the development of the curriculum framework and the learner expectations central to it. The second section outlines briefly how the framework is designed to be used. Section 3 expands on curriculum components: the rationale for offering such programs; 13 basic principles concerning the nature of language, child development, and the language learning process that guide the curriculum design; the general

NOTE- 499p.
LANGUAGE- German
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; English; Foreign Countries; French; German; Linguistic Theory; *Modern Languages; Russian; *Second Language Instruction

This annotated bibliography on the teaching of modern languages is a quarterly product of a German information dissemination system (IFS) similar to ERIC. Citations are compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics and a number of other institutions around the world. Entries include mostly German, French, English, and Russian titles. The bibliographies are made up of three main sections, including: (1) an alphabetical author/title listing with bibliographic citations and subject index terms; (2) abstracts in German; and (3) a subject index developed from the descriptor terms assigned to each entry. Lists of sources (periodicals, publishers, and institutions) cited, and a cross-reference index are included. (VWL)

ED 354 781 FL 021 008

Singleton, David; Singleton, Emer
University-Level Learners of Spanish in Ireland: A Profile Based on Data from the TCD Modern Languages Research Project. CLCS Occasional Paper No. 35.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; College Students; Educational Background; Foreign Countries; Higher Education; *Introductory Courses; Language Role; School Surveys; Second Language Learning; *Second Languages; *Spanish; *Student Characteristics
IDENTIFIERS- *Ireland

Drawing on data collected for a larger study of second language learner characteristics at the Trinity College Dublin (Ireland), a profile of freshmen taking introductory Spanish in 1990-91 is reported. Subjects were 21 students, 20 female and 1 male. Most were of traditional college age, and a few were in their 30s. Almost half had previous Spanish language instruction. Most were also studying another language. Students had a relatively broad-based school education, often concentrating on and doing well in languages and language-related subject areas. The students perceived Spanish as suiting a range of interests, utilitarian, cultural, and other. Most had begun language study after age 10 and in formal instruction, and none had found it difficult. Elements of language learning found congenial included particular kinds of learning materials and classroom activities, and contributions of native speakers and language teachers. Age at which the students had begun formal language instruction (under 12 and over 12 years) was not related to students' later success, but meaningful interaction did appear related to success. Attitudes toward grammar instruction and toward interactions with native speakers also influenced success. A brief bibliography is included. (MSE)

ED 354 782 FL 021 009

(Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); *Educational Demand; *Educational Finance; *Educational Quality; Educational Resources; Expenditures; Higher Education; Instructional Effectiveness; *Paying for College; Private Colleges; State Colleges; Teacher Attitudes; Trend Analysis; *Tuition; Universities

This report presents seven studies commissioned by the U.S. Department of Education to examine the issue of the rapid rise of college costs during the 1980s and the ability of American students and families to afford higher education. The seven papers are as follows: (1) "The Ability to Afford Higher Education: Past, Present, and Future" (Ralph M. Bradburd et al.) which describes trends in affordability for different types of students and families; (2) "Understanding the Quality Issue in U.S. Higher Education" (Ralph M. Bradburd et al.) which examines measures of educational output (including financial and other measures), analyzes expenditure patterns, and suggests federal policy options and institutional strategies to improve quality at U.S. colleges and universities; (3) "The Market for Higher Education: An Economic Analysis" (Ralph M. Bradburd and Duncan P. Mann) which characterizes the higher education market as segmented due to differences among institutions, the students they serve, the services they provide, and the resources available to them; (4) "Faculty Utilization" (Rita J. Kirshstein and James Fairweather) which focuses on the compensation, activities, productivity, and attitudes of the faculty of U.S. colleges and universities; (5) "Issues in Public Higher Education" (Daniel Sherman et al.) which profiles state-supported higher education institutions, with emphasis on state financing of higher education and the determinants of tuition levels; (6) "Expensive Private Institutions" (Daniel Sherman and Jon Cohen) which focuses on those institutions charging tuition and fees of $10,000 or more in 1988; and (7) "Tuition and Expenditures in Higher Education: An Econometric Model" (Charles L. Masten) which addresses the chicken-and-egg question of whether higher education institutions raise tuitions to cover their expenses, or whether revenue generated from tuition increases fuels expenditure growth. (References accompany each paper.) (GLR)

ED 354 801 HE 026 220

Dynarski, Mark
Analysis of Factors Related to Default.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Credit (Finance); Ethnic Groups; Financial Problems; Higher Education; *Individual Characteristics; *Loan Default; Loan Repayment; Multivariate Analysis; *Paying for College; Postsecondary Education; *Socioeconomic Influences; Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program

This paper analyzes the factors associated with student loan default in the Guaranteed Student Loan (GSL) program for higher education. The paper provides an overview of the National Postsecondary Student Aid Study (NPSAS) Student Loan Recipient Survey, and, using data from the survey, presents a descriptive analysis of student loan recipients and of default rates, achievement; (4) educational strategies; and (5) information transmission and management. Included are a concluding statement, a summary of the often overlapping strategies, and a description of possible future developments. (Contains 28 references.) (JB)

ED 354 819 HE 026 239

Evans, Alison
Council of Teaching Hospitals: Survey of Housestaff Stipends, Benefits and Funding, 1992.
PUB DATE- Oct 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Expenditures; Faculty; *Financial Support; *Fringe Benefits; Higher Education; Hospital Personnel; *Physicians; *Salaries; Scheduling; Surveys
IDENTIFIERS- *Council of Teaching Hospitals; Hospital Administration

This report presents the results of an annual survey of housestaff stipends, benefits, and funding for physicians at teaching hospitals in 1992. The data, presented in 48 tables and 4 figures, are based on responses from 325 members of the Council of Teaching Hospitals (COTH), an 83 percent response rate to the survey. Chapter I contains stipend data for all respondents, reported by hospital region, ownership, and city. Data are unadjusted for regional wage differences and only in Table 2 are data adjusted for inflation. Chapter II contains data on benefits provided to housestaff and their dependents. New questions this year include recruitment incentives, provision of day care, and infection control policies. Chapter III contains data on teaching hospital expenditures and sources of funding for housestaff stipends and benefits. The cross-tabular format displays benefit and expenditure data by region and ownership. Appended are recent articles published in the bimonthly "COTH Report" newsletter. These articles, which are based on data collected in the last year's housestaff survey, address alternative scheduling for housestaff, disability insurance, and immunization policies. Other appendices include the survey response rate by region and ownership and the 1992 COTH housestaff survey questionnaire. (JB)

ED 354 820 HE 026 240

Jones, Robert F.
American Medical Education: Institutions, Programs, and Issues.
PUB DATE- Nov 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Science Research; Biomedicine; College Faculty; Curriculum Development; Educational Change; *Educational Finance; Educational Objectives; Education Work Relationship; Expenditures; Financial Support; Graduate Medical Education; *Health Services; Higher Education; Information Management; Internal Medicine; *Medical Education; *Medical Research; *Medical Schools; Medical Students; Occupational Surveys; Outcomes of Education; Physicians; Postdoctoral

Administrative Principles; Administrator Effectiveness;
Administrator Role; Case Studies; *College Administration;
Higher Education
IDENTIFIERS- *Deming Management Method

Of all the people known for stressing quality in industry, W. Edwards Deming is the pioneer. He stresses statistical process control (SPC) and a 14-point process for managers to improve quality and productivity. His approach is humanistic and treats people as intelligent human beings who want to do a good job. Twelve administrators in a university setting examined Deming's points and considered how they might be applied to academia. This report presents their evaluations and conclusions. The analysis opens by noting that Deming's philosophy as usually applied to business management is oriented to the relationship with customers. Although higher education does not have "repeat customers," there are some parallels with the customer concept, and Deming's philosophy can be applied by concentrating on each unit of the university in its role as a user of systems to supply service to other units, i.e., customers. Following an introduction which reviews the Deming approach and lists his 14 points are 14 sections, each of which analyzes and evaluates one of those points in light of the needs and activities of higher education. The section topics are as follows: (1) maintain constancy of purpose; (2) adopt the new philosophy; (3) cease dependence on inspection; (4) develop long-term relationships; (5) improve constantly; (6) institute on the-job training; (7) adopt and institute leadership; (8) drive out fear; (9) break down barriers between departments; (10) eliminate slogans; (11) eliminate quotas and management by objectives; (12) abolish annual ratings; (13) encourage education and self-improvement; and (14) involve everyone in the transformation. A final section, Case Studies, describe actual campus events which illustrate the 14 points. (Contains 62 references.) (JB)

ED 354 839 HE 026 260

Martin, Deanna C.; Arendale, David R.
Supplemental Instruction: Improving First-Year Student Success in High-Risk Courses. The Freshman Year Experience: Monograph Series Number 7.
PUB DATE- 92
NOTE- 61p.; For other titles in this series, see ED 334 880-885, ED 343 519 and HE 026 261-263.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Ancillary School Services; College Curriculum; *College Freshmen; Educational Research; Freshman Composition; Higher Education; High Risk Students; High Schools; Law Related Education; Peer Teaching; School Holding Power; Student Attitudes; Student Development; *Supplementary Education; Teacher Attitudes; Tutoring; Undergraduate Study; Urban Schools; Writing Instruction; Writing Skills
IDENTIFIERS- University of Missouri Kansas City

This monograph describes Supplemental Instruction, a student assistance progam designed to improve the academic success of college freshmen based on the idea that if students are not being successful in courses then perhaps colleges should change the way courses are taught. Supplemental Instruction (SI) utilizes regularly scheduled, out-of-class, peer-facilitated sessions that offer students an opportunity to discuss and process course information. SI does not identify high-risk

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Databases; Educational Research; Elementary Secondary Education; *Information Management; *Information Retrieval; Longitudinal Studies; Microcomputers; Qualitative Research; School Business Relationship; *Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Apple Classrooms of Tomorrow; *Database Development

Beginning in 1985, Apple Computer, Inc. and several school districts began a collaboration to examine the impact of intensive computer use on instruction and learning in K-12 classrooms. This paper follows the development of a Macintosh II-based management and retrieval system for text data undertaken to store and retrieve oral reflections of teacher participants in the Apple Classrooms of Tomorrow (ACOT) project. The effort was conceived as an open-ended and multiple-year inquiry that had to remain entirely flexible to meet researchers' evolving questions. A text-retrieval and analysis system developed earlier by the same team on a minicomputer and required the employment of a full-time programmer. The current effort, conceived specifically for use on a personal computer, is an attempt to keep the entire process in the hands of the research team. Although a highly efficient data management and retrieval system evolved, the data set is developing proportions that challenge state-of-the art personal computer technology. Suggestions about future directions for both the management and analysis of large qualitative data are made. Five appendixes making up about half the document are included. Appendix A contains reporting instructions and examples for the participating teachers; Appendixes B, C, and D contain tape document forms; and theme and category definitions are presented in Appendix E. (Contains 22 references.) (Author/ALF)

ED 354 858 IR 015 947

Development Communication Report, 1992.
PUB DATE- 92
NOTE- 98p.; For the 1991 issues, see ED 345 693.
LANGUAGE- English
EDRS Price MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Clearinghouses; *Communications; *Developing Nations; *Development Communication; Environmental Education; Foreign Countries; Health Education; Journalism; Mass Media; Preschool Education; Rural Environment; Urban Environment

The four issues of the quarterly newsletter contained in this document focus on the use of communication technologies in developing countries to educate the people about various social issues as well as the field of development communication itself. Environment and communication is the theme of the first issue, which includes articles on environmental education, communication for conservation, the urban environment, environmental journalism, magazines about the environment for children, and communicating through surveys. The second issues highlights communication and health; topics addressed include lessons learned in health communication, mass media entertainment for AIDS communication in Zaire, innovations in counseling, safer birthing methods, training videos, AIDS prevention, rural communication strategies, and mass media and behavior change. Articles in the third issue discuss early childhood development and development communication, including available. In a hypermedia system, each component of stored information is a node, and the nodes are connected by paths. The paths that a user travels are determined by interest, experience, and need. Hypermedia systems have many classroom applications, and can revolutionize a student's view of learning with the hardware and software currently available. As hypermedia technology develops, the educational environment will advance beyond lectures, notetaking, and other common forms of learning. "Edutainment," the combining of education and entertainment, and virtual reality are extensions of hypermedia that promise to improve the learning environment. A 13-item resource list cites the names and addresses of organizations and journals that provide information about hypermedia. (SLD)

ED 354 878 IR 016 005

Mills, Stephen R.; Stephens, K. Gwen
Impact of Department of Education Dissemination Practices on California Schools.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Change Strategies; Educational Improvement; Educational Planning; Educational Research; Elementary Secondary Education; Guidelines; *Information Dissemination; Information Utilization; Interviews; Pilot Projects; *Program Implementation; *School Districts; School Surveys; State Government; *State Surveys; Time Management
IDENTIFIERS- *California; California State Department of Education; Policy Implications

The California State Department of Education commissioned the Far West Laboratory to conduct a study to enhance the effectiveness of methods of disseminating educational information in the state. The study began with a pilot written survey of administrators and support staff in a few schools. In-depth telephone interviews with department staff and field interviews with representative schools and districts provided additional information. Documents were field tracked through the dissemination process, and a survey was completed by 249 employees of 42 units, followed by phone interviews with 35 division and unit managers. General field interviews of 64 district administrators, principals, and secretaries, and additional document tracking completed the data collection. The following areas were identified as needing improvement: (1) planning; (2) targeting; (3) timing; (4) content; (5) format; and (6) marketing. Identified as determinants for understanding information dissemination were information uses in the field, organizational readiness of schools, and information sufficiency. Compliance, leverage, support, and addressing hot issues were identified as change incentives. It is emphasized that department of education must include guidance information for change planning, implementation, and management in its major school improvement documents. Twelve attachments summarize the recommendations of the survey. Also attached is a memorandum related to research knowledge in the area of dissemination. (SLD)

ED 354 879 IR 016 006

Hatfield, Mary M.; Frederick, Harold R.

"Effectiveness of Distance Education Approach to U.S. Army Reserve Component Training" (S. Delane Keene and James S. Cary); (11) "Empowering the Learner through Computer-Mediated Communication" (Lynn E. Davie and Rosalie Wells); and (12) "Effectiveness and Costs of Distance Education Using Computer-Mediated Communication" (Ruth H. Phelps, Rosalie Wells, Robert L. Ashworth, Jr., and Heidi A. Hahn). Three interviews are also presented: "Speaking Personally with Colonel William A. Wojciechowski" (Phil Savarise); "Speaking Personally with Kathryn Porter and William Mason (Aetna Life and Casualty)" (Dawn Middleton-Paradise); and "IBM's View of Distance Education: Speaking Personally with Susan Leslie, Dick Scott, and James Tomsic" (Lauren Lukert). Most of the papers list references; approximately 200 references are contained overall. (KRN)

ED 354 897 IR 054 402

Paulsen, Morten Flate
From Bulletin Boards to Electronic Universities: Distance Education, Computer-Mediated Communication, and Online Education. ACSDE Research Monograph, Number 7.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Annotated Bibliographies; Computer Assisted Instruction; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; Institutional Cooperation; *Learner Controlled Instruction; Prediction; Tables (Data); *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; *Electronic Universities; Norway; United States

This monograph presents a collection of separate papers that focuses on pioneering projects in computer-mediated communication (CMC) and distance education. The first section of the monograph contains two papers describing the author's experiences with CMC projects that formed the foundation for his further CMC work: "NKI Electronic College," a distance education program using computer conferencing at NKI College in Oslo (Norway); and "Teaching Across the Atlantic," a computer-conference-based course conducted by experts form both sides of the Atlantic. In the second section, two papers--"Innovative Computer-Conferencing Courses" and "Computer-Mediated Communication and Distance Education around the World, An Annotated Bibliography"--provide 16 examples of the CMC projects in 12 countries the author has encountered through literature reviews and personal communications. Three articles that compile experiences, conclusions, and predictions for the future based on the author's perceptions and theories are presented in the final section: "GO MEEC," which describes a goal-oriented method for establishment of an electronic college; "The Electronic University," which predicts the development of future electronic universities; and "The Hexagon of Cooperative Freedom," which proposes a distance education theory attuned to CMC. Most of the papers include references; a total of 79 references are contained overall. (KRN)

ED 354 898 IR 054 403

Dearie, Tammy Nickelson; Steel, Virginia project has attempted to place information literacy at the center of the curriculum. Using R. G. Havelock's model of the change agent, a range of change agent activities has been used. Qualitative evaluation through interviews with 8 teachers and 110 students in grades 7, 9, and 11 has demonstrated the positive impacts of the approach on student self-concept, the learning process, the view of information, learning outcomes, and the learning environment. Three appendixes contain a summary of the information process, change agent activities, and a diagram of the planning model. (Contains 12 references.) (SLD)

ED 354 917 IR 054 503

Read, Explore and Discover. Summer Reading Program, Librarians Manual.
PUB DATE- 92
NOTE- 157p.; Some of the answers to puzzles and quizzes are in extremely small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activity Units; Bibliographies; Childrens Libraries; *Childrens Literature; Elementary Education; Elementary School Students; Ethnicity; Films; Librarians; Library Role; *Library Services; *Public Libraries; *Reading Programs; State Programs; *Summer Programs; United States History; Workbooks
IDENTIFIERS- *Read Explore and Discover Program SC; South Carolina; South Carolina State Library

This manual provides the librarian with information necessary to conduct the summer children's reading program of the South Carolina State Library. The 1992 "Read, Explore and Discover" theme was chosen to reflect an emphasis on the heritage of the state. Activities, programs, and displays highlight the various natural features of South Carolina, the state's history, and the heritage of the various ethnic and national groups that make up the population. Materials include the following items: (1) an introduction to the 1992 program; (2) a news release; (3) a 37-item bibliography, a 24-title list of juvenile fiction with a South Carolina setting, a film list, and general information for program use; (4) program outlines and resources; (5) numerous puzzles and handouts for participants; and (6) answers for the puzzles and quiz handouts. (SLD)

ED 354 918 IR 054 504

Clyde, Laurel A.
Research on Current Trends and Developments in Library Automation Systems.
PUB DATE- Aug 92
NOTE- 11p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 19-24, 1992). Dot matrix type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Software Development; Directories; Educational Trends; Elementary Secondary Education; Foreign Countries; Information Technology; *Integrated Library Systems; *Library Automation; Library

reconceptualization of management and leadership. The final three sections present conclusions, review the study methodology, and list references and resource materials. Data tables and pie charts are included. (PAA)

ED 354 934 JC 930 103

Educational Quality Is Measured by Individual Student Achievement Over Time. Mt. San Antonio College AB 1725 Model Accountability System Pilot Proposal.
PUB DATE- Nov 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Community Colleges; *Educational Assessment; Educational Improvement; *Educational Planning; Educational Quality; *Institutional Research; Instructional Effectiveness; Models; Pilot Projects; *Program Implementation; Program Proposals; *Research Methodology; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Mount San Antonio College CA

In December 1990, a project was begun at Mt. San Antonio College (MSAC) in Walnut, California, to develop a model accountability system based on the belief that educational quality is measured by individual achievement over time. This proposal for the Accountability Model (AM) presents information on project methodology and organization in four sections. Following an introductory section containing a cover letter and a table of contents, the second section features an overview of the approach and methodology utilized in the development of the AM. This section also includes the MSAC mission statement, the accountability planning model, and a description of the planning process at MSAC. Section III describes the project work statement, providing planning models for evaluating student access to the college's programs, student success in and satisfaction with these programs, the ethnic, gender, age and disability composition of MSAC staff, and the fiscal condition of the school. Section IV highlights the project organization, including the college's technical capabilities to enhance classroom instruction and facilitate college administration, the qualifications of the college and its staff, and a list of 16 related studies, most of them with ED numbers referring to their location within the ERIC System. Finally, appendixes feature sample reports generated by the AM on: (1) student waivers; (2) students assessed in area high schools; (3) financial aid request/distribution statistics; (4) an analysis of financial aid by ethnicity, age, gender, dependency status, income, and units completed; (5) student characteristics; (6) retention and grade point average by college division/department; (7) a 1989-1990 update on MSAC matriculation; (8) attendance by division for all graded classes; and (9) a sample questionnaire for California State University transfer students. (MAB)

ED 354 935 JC 930 104

Jones, Betty B.
Working with the "Only One" in the Division.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the Annual International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993).

to increase instructional quality by increasing the incidence of good teaching practices among part-time instructors. As part of a project to evaluate the APAF and to determine the involvement of adjunct faculty in the college, a survey was conducted in September 1992 of 116 adjunct faculty, 24 of whom had participated in the APAF. Usable responses were received from 108 teachers, resulting in a 93.1% response rate. Study findings included the following: (1) 33.3% of APAF participants had been employed at CC for 6 or more years, compared to 17.9% of non-participants; (2) 62.5% of APAF participants hoped to teach full-time at CC, compared to 49.4% of non-participants; (3) among APAF participants, 82.6% reported having completed a Master's degree or higher, while 69% of non-participants had done so; (4) 38.3% of all respondents reported that they "never" talk with their Division Chair, though 52.8% reported talking to their Lead Faculty Member at least once a month; (5) while 57.1% of non-participants reported talking with other faculty members in their department at least once a month, compared to 45.8% of APAF participants, APAF participants reported a greater number of discussions about teaching practices; (6) 29% of APAF participants reported involvement in campus governance, compared to 24.1% of non-participants; and (7) vocational part-time faculty reported communicating more frequently with their Division Chairs than academic faculty. Data tables, responses to open-ended questions, and the survey instrument are included. (PAA)

ED 354 951 JC 930 121

Students with Baccalaureate Degrees, Fall 1992.
PUB DATE- Jan 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Bachelors Degrees; College Attendance; *College Graduates; Community Colleges; *Economic Impact; Enrollment Influences; Fees; Higher Education; *Income; School Surveys; Student Attitudes; *Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College of the Canyons CA

In fall 1992, a survey was conducted at College of the Canyons (CC) in Valencia, California, of currently enrolled students who held a baccalaureate degree. The survey was undertaken as a result of legislation charging fees to community college students with baccalaureate degrees and collected information about students' reasons for returning to school, employment status and income. Surveys were sent to a total of 346 students, of whom 208 responded for a 60% response rate. Study findings included the following: (1) 15% of the respondents were unemployed and looking for work, an additional 7% of the respondents were unemployed but not seeking work, and 18% were employed part-time; (2) among the 109 respondents employed full-time, more than 10% were employed in jobs paying less than $25,000 per year; (3) 59% of the respondents were attending college for job-related reasons, with the majority (38%) seeking skills for a new job or career; (4) 20% of the respondents reported annual household incomes of under $25,000, with 7% reporting annual incomes of less than $10,000; (5) 55% reported an annual income of $40,000 or more; (6) 23% of the respondents believed they might be eligible for one of several fee exemptions, including 18% as dislocated workers, 4% as

Programs.
PUB DATE- May 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; Community Colleges; Comparative Analysis; Educational Research; Education Work Relationship; Employment Patterns; *Income; Information Networks; *Labor Market; Models; *Outcomes of Education; Program Evaluation; Salaries; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Grossmont College CA

In 1992, a study was conducted at Grossmont College (GC) in El Cajon, California, to determine employment positions and incomes of former students who had left/graduated during the 3 academic years 1985-86, 1986-87, and 1987-1988 and had been enrolled in one of the following 11 vocational education programs: Accounting, Administration and Justice, Business-General, Business Office Technology, Cardiovascular Technology (CT), Child Development (CD), Family Studies (FS), Information Systems, Marketing, Nursing, or Telecommunications (TC). Employment and income data were solicited from the California Employment Development Department, which provided information on 9,738 of the 10,522 students submitted, producing a match rate of 93%. The study focused on data for former students' third year after leaving the college and was limited to those who had earned income for the previous four fiscal quarters, reporting all income in 1992 dollars. Study findings included the following: (1) incomes 3 years after leaving GC ranged from $35,600 for students from CT to $16,900 for former FS students; (2) top earners were from the Health Sciences, while the lowest earners were from FS, CD, and TC; (3) the highest placement rates in the field of training were in the Health Sciences; and (4) 87% of Nursing students found payroll employment in California 3 years after leaving GC, while 56% of former CD students did so. A discussion of study methodology and limitations, data tables for each of the 11 programs, and a printout of the computer program used in the data analysis are included. (PAA)

ED 354 968 JC 930 142

Pinard, Helene
Mutations des roles techniques et formation. Etude documentaire (Changes in the Roles and Education of Technicians. Documentary Study).
PUB DATE- Nov 92
NOTE- 129p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Factors; Educational Economics; Ethics; Foreign Countries; *Futures (of Society); Job Skills; Labor Economics; *Labor Force Development; Organizational Change; *Paraprofessional Personnel; Postsecondary Education; School Business Relationship; Social Responsibility; Social Values; *Socioeconomic Influences; *Technical Education; Technological Advancement; Trend Analysis
IDENTIFIERS- *Quebec

Drawing from research conducted in 1990-91, this report examines trends affecting the future work of technicians in Quebec,

United Kingdom, August 27-29, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged Youth; *Early Childhood Education; *Economic Development; *Educational Needs; Educational Philosophy; Educational Quality; Foreign Countries; International Cooperation; *International Organizations; *International Programs; Labor Force Development; Vocational Education
IDENTIFIERS- *Organisation for Economic Cooperation Development

The Organisation for Economic Cooperation and Development (OECD) is an intergovernmental association of 24 nations which approaches issues from an economic perspective. Education finds a place in the OECD because of the organization's realization that economic growth increasingly depends upon a highly educated and trained work force and that, in political systems that depend upon government by assent, democratic institutions and social order rest upon the foundations of a well-educated community. The programs of OECD are developed on the basis of an assessment of interests or issues that arise among member states. The OECD's educational activities address five major goals: (1) strengthening the knowledge base about education to foster international comparisons and cooperation; (2) improving the quality, efficiency, and effectiveness of countries' educational endeavors; (3) equalizing educational opportunities and making special provision for at-risk or handicapped children and youth; (4) preparing for a continued increase in adults' participation in upper secondary, higher, and adult continuing education; and (5) developing the vocational orientation of education and upgrading the overall competence of the work force. Systematic and structured early intervention programs can improve the prospects for effective learning at later stages of growth, and minimize problems such as school failure and poor motivation. (MM)

ED 354 986 PS 020 860

Wehler, Cheryl A.; And Others
A Survey of Childhood Hunger in the United States. Community Childhood Hunger Identification Project.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- Mar 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Breakfast Programs; Child Health; *Children; *Child Welfare; *Disadvantaged Youth; Economically Disadvantaged; Employment Level; *Family Characteristics; Family Life; Federal Programs; *Hunger; *Poverty; Public Policy; Social Services; Surveys
IDENTIFIERS- *Food Assistance Programs; Food Stamp Program; School Lunch Program; Women Infants Children Supplemental Food Program

This report presents results from the Community Childhood Hunger Identification Project (CCHIP), a research project that used survey techniques to document the extent of hunger among low-income families with at least one child under the age of 12. The report's six chapters provide: (1) an overview of the project, identifying its major components; (2) results from the seven local CCHIP surveys (conducted in Hennepin County, Minnesota; Pontiac, Michigan; Suffolk County, New York;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Grouping; Administrator Attitudes; Continuous Progress Plan; Curriculum Design; *Educational Change; Educational History; Educational Improvement; Educational Practices; Elementary Secondary Education; *Flexible Progression; *Nongraded Instructional Grouping; *Program Implementation; School Community Relationship; Student Evaluation; Student Needs; Teacher Attitudes; Team Teaching
IDENTIFIERS- *Mixed Age Groups

Urging educators to abandon the graded system of education, this book advocates the use of a nongraded, continuous approach to education in which students are taught and assessed according to their ability rather than age. The book is divided into 11 chapters. Chapter 1 outlines the history of the graded school movement and argues that conditions are now favorable for implementing a nongraded approach. Chapter 2 discusses the Inventory of Educational Beliefs and Ideas, a list of statements used to determine whether educators' views are compatible with nongradedness. Research that shows that nongraded schools benefit children from all circumstances and in all ability ranges is summarized in chapter 3. Chapter 4 defines nongradedness in detail, while chapter 5 presents behavioral indicators of nongradedness that will help educators determine if their educational practices are compatible with nongradedness. In Chapter 6, structural mechanisms of nongradedness, including team teaching and multi-age pupil grouping, are discussed. Chapter 7 presents curriculum approaches and learning modes that are compatible with nongradedness. Chapter 8 covers assessment and reporting practices. School and community relationships in a nongraded system are the focus of chapter 9, while chapter 10 discusses administrative roles. Chapter 11 proposes practical strategies for developing and implementing nongraded programs. Appendixes include the authors' response sheet for the Inventory of Educational Beliefs and Ideas, and a chart of research studies comparing nongraded and graded schools. (MM)

ED 355 006 PS 021 140

Rosado, Robert J.
Developing Schools of Choice To Increase Learning Opportunities for Elementary School Children.
PUB DATE- 92
NOTE- 109p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Educational Vouchers; Elementary Education; *Elementary School Students; *Feeder Patterns; Inservice Teacher Education; *Magnet Schools; Program Development; Program Effectiveness; Program Implementation; *School Choice; *School District Reorganization; Special Education; Suspension
IDENTIFIERS- New Jersey

A program implemented in a school district in central New Jersey was designed to: (1) create at least four magnet school options for elementary school children; (2) reduce the suspension rate at the elementary level; (3) reduce the student referral rate for special education; (4) decrease the number of students authorized funds for improving quality in child care, and offers recommendations concerning ways HHS can improve safety in child care settings. Appendixes include a description of the scope and methodology of the study that produced this report, tables and graphs that present data on child care licensing and enforcement activities, comments from HHS, and a list of major contributors to the report. (PM)

ED 355 026 PS 021 209

Tesh, Anita; Selby-Harrington, Maija
Model-Driven Research: Increasing Use of Health Services for Indigent Children.
PUB DATE- 14 Jan 93
NOTE- 7p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Greensboro, NC, January 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Health; Children; *Coordination; Disadvantaged Youth; Economically Disadvantaged; Health Education; *Health Promotion; Health Services; Models; Research Design; *Research Projects; *Theory Practice Relationship
IDENTIFIERS- Collaborative Research; *Early Periodic Screening Diagnosis Treatment Prog; North Carolina; *PRECEDE Model

A theoretical framework can provide coherence and direction to an ongoing series of research activities conducted in a variety of settings by collaborative investigators. An adaptation of the PRECEDE health education model provides the theoretical framework for research activities conducted by The Healthy Kids Project, a cooperative effort in North Carolina that investigates cost-effective interventions that increase use of the Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT). The EPSDT provides comprehensive preventive health services for indigent children from birth to age 21, and the Healthy Kids Project focuses on interventions that nurses can use to increase EPSDT use. In the PRECEDE model, interventions must consider predisposing, reinforcing, and enabling factors that contribute to the behavioral causes of the identified problem. The adapted PRECEDE model has assisted The Healthy Kids Project research activities by: (1) guiding selection of research priorities; (2) helping integrate contributions from diverse collaborators; (3) guiding design and evaluation of research interventions; and (4) helping interpret, synthesize, and disseminate research findings. In addition, the model provides stability to the project focus as participants change over time. A diagram of the adapted PRECEDE model is included. (MM)

ED 355 027 PS 021 211

Butler, Joan M.; And Others
Effective Parent Involvement Strategies as Identified by Parents, Administrators, and Teachers.
PUB DATE- Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- Sep 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; Cost Estimates; Day Care Centers; Drinking Water; Early Childhood Education; *Educational Facilities; Elementary Secondary Education; Environmental Standards; *Federal Legislation; Federal Regulation; Hazardous Materials; Hearings; *Lead Poisoning; Physical Environment; Physical Health; *School Buildings; *School Safety; Water Quality
IDENTIFIERS- Congress 102nd; Paint; Proposed Legislation

This two-part report deals with the Lead Exposure Reduction Act of 1992 (H.R. 5730), an amendment to the Toxic Substances Control Act and the Federal Food, Drug, and Cosmetic Act. The amendment is intended to lead to the reduction of levels of lead in the environment and to lower the degree of childhood exposure to lead. The bill provides for a program of inspection for lead-based paint at covered schools and for lead hazards at covered day care facilities; inspections in cases of lead in drinking water at covered schools and facilities; a program for training and licensing of lead-based paint abatement contractors and their workers; and repair or recall of drinking water coolers. Part 1 of the report includes: (1) the amendment itself; (2) background information and a rationale; (3) a summary of hearings on the amendment; (4) committee findings and cost estimates; (5) the cost estimate of the Congressional Budget Office; (6) section-by-section analysis; (7) dissenting views; and (8) changes in existing law made by the bill. Part 2 is an additional report, submitted by the Committee on Education and Labor, with suggestions for amendments to the bill. (MM)

ED 355 046 PS 021 251

West, Jerry; And Others
National Household Education Survey. Profile of Preschool Children's Child Care and Early Education Program Participation. Statistical Analysis Report.
PUB DATE- Feb 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Early Childhood Education; Employed Parents; *Family Characteristics; Mothers; *Preschool Children; Research Methodology
IDENTIFIERS- Caregiver Child Ratio; Center Based Programs; Home Based Programs; *National Household Education Survey

The National Household Education Survey (NHES) collects data on the educational activities of the United States population. NHES is designed as a telephone survey of the noninstitutionalized population of the United States. The survey was fielded for the first time in 1991 and will be conducted annually beginning in 1993. Each survey will examine a different topic or topics related to education. This report presents findings from the 1991 NHES, which examined young children's participation in nonparental care and early education programs. The first part of the report provides background information on the survey. The second part presents data on the relationship between preschoolers' participation in nonparental care and early childhood education programs, and child characteristics, family characteristics, and maternal

Flores). (LP)

ED 355 065 RC 019 005

Gerstein, Jaclyn S.
Family Adventure Programming for Troubled Adolescents.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Adventure Education; *At Risk Persons; Family Counseling; Family Problems; *Family Programs; Group Therapy; *Parent Child Relationship; Program Design
IDENTIFIERS- *Family Therapy

The family adventure program merges traditional family therapy and adventure therapy to provide a more effective therapeutic process for the troubled adolescent. Family adventure programming is based on the assumption that the family has the skills and resources for positive change and growth. The stressful nature of adventure activities removes the facades and roles that hide dysfunctional behaviors and interactional patterns, and provides opportunities to practice alternative behaviors. Family adventure programming, with the advantages of both an intensive therapy and strength-promoting program, uses a "live-in" counseling process and multi-family group therapy to achieve program goals. These goals include open and honest parent-adolescent communication, mutual family acceptance of problems and concerns, identification of individual and family strengths, a solution-focused orientation, more flexible family roles, modified discipline procedures within the family, and reestablishment of parental roles. Following program orientation and the decision to participate, the family and therapist define problems, strengths, and goals, and develop written action plans. Techniques and strategies of the adventure component include breaking down barriers, extensive use of family initiatives, a focus on fun, emphasis on present behaviors, and identification of behavioral patterns, family strengths, and problem-solving methods. Follow-up techniques include written contracts between family members, progress meetings with the therapist, "family council" meetings, and use of adjunct programs. (SV)

ED 355 066 RC 019 006

Pewewardy, Cornel D.
The "Tomahawk Chop": The Continuous Struggle of Unlearning "Indian" Stereotypes.
PUB DATE- Nov 92
NOTE- 5p.; Paper presented at the Annual Conference of the National Indian Education Association (24th, Albuquerque, NM, November 15-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; American Indians; *Athletics; *Cultural Awareness; Cultural Education; *Cultural Images; *Ethnic Stereotypes; *Social Bias
IDENTIFIERS- *Mascots (Athletics); Native Americans

"Indian" mascots of athletic teams can be offensive to Native Americans when they portray negative and stereotypical images. The notion of the "tomahawk chop" invented by Atlanta Braves and enrollment in medical programs. Institutional characteristics related to study outcomes were also examined. The report discusses the following policy issues: (1) the effect of dropping the criterion of financial need; (2) potential changes in allowable fields of study; (3) the optimal proportion of undergraduate versus graduate recipients; and (4) program management issues. This report contains 15 tables. (LP)

ED 355 084 RC 019 078

Region 1 Rural Technical Assistance Center Annual Report July 1, 1991 - June 30, 1992.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultation Programs; Delivery Systems; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Professional Services; Program Evaluation; *Rural Schools; School Districts; State Departments of Education; *Technical Assistance
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report evaluates program activities of the Region 1 Rural Technical Assistance Center (R-TAC). Region 1 R-TAC serves the Chapter 1 programs of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. The program provides consultation, training and other technical assistance to state educational agencies (SEAs) and rural local educational agencies (LEAs) in the region to improve the quality of education provided to educationally disadvantaged Chapter 1 children. During the first quarter of fiscal year 1992, R-TAC completed letters of negotiations with each state that summarized services to be delivered. During 1992 R-TAC provided direct technical assistance to state and local Chapter 1 programs through 96 workshops, 152 onsite consultations, 751 telephone consultations and 643 pieces of correspondence. Technical assistance was provided on improvement in evaluation procedures, program implementation, curriculum and instruction, and parent involvement and family literacy. Additional activities of the R-TAC included participation in special research and planning; organizing and conducting parts of national or regional conferences; providing professional development programs; conducting outreach and awareness activities with SEAs, LEAs, and other agencies; and maintaining close coordination with other regional Chapter 1 and migrant education technical assistance service providers. This report contains tables and graphs illustrating the program activities. (LP)

ED 355 085 RC 019 079

Cox, J. Lamarr; And Others
Descriptive Study of the Chapter 1 Migrant Education Program, Volumes 1-3. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 783p.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Compensatory Education; Elementary

students. In comparison to earlier years, Colorado students were taking more mathematics and science classes in 1991. Compared to the rest of the nation, Colorado students were taking mathematics and science in equal or greater proportions. Appendices provide: (1) state total enrollments by course; (2) directories of definitions for course categories in mathematics, science, and computer science; and (3) percent of students enrolled for selected advanced courses, selected advanced mathematics courses, and selected advanced science courses listed by school district. (MDH)

ED 355 101   SE 053 307

Energy: Multidisciplinary Activities for the Classroom. Top Hit Energy Lesson Plans, K-1, 2-6.
PUB DATE- 86
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Conservation Education; Elementary Education; *Energy; Energy Conservation; Energy Education; Environmental Education; Instructional Materials; *Learning Activities; *Lesson Plans; Natural Resources; Primary Education; *Teaching Methods
IDENTIFIERS- *Environmental Impact

This six-volume set of multidisciplinary instructional materials developed by the National Energy Foundation (NEF) presents energy activities for grades K-1, 2-6. The instructional materials are teacher-developed, teacher-tested, and multi-disciplinary. The lesson plans and activities are organized around seven goal areas of a NEF developed conceptual framework: (1) sources of energy; (2) uses and applications of energy; (3) energy forms and conversions; (4) environmental and economic impacts of energy; (5) limits of energy resources and supply; (6) energy future; and (7) energy conservation and management. Each goal is then divided into concepts that are cited as necessary to a fundamental understanding of energy and listed under each concept are simply stated objectives. Included within each of the activities is time and material requirements, implementation procedure, assessment questions, student handout masters, and suggestions for career awareness activities. (MCO)

ED 355 102   SE 053 343

Race To Save the Planet: Activity Guide. Environmental Issues across the Curriculum.
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.
PUB DATE- Sep 90
NOTE- 37p.; Funding also provided by Ocean Spray Cranberries, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Definitions; *Environment; Environmental Education; Higher Education; *Instructional Materials; Interdisciplinary Approach; *Learning Activities; *Resource Materials
IDENTIFIERS- *Environmental Issues; Environmental Problems; *World Views

This activity guide corresponds to a college television course titled, "Race to Save the Planet," though it is designed to be series of student interviews, classroom activities carried out by all three participants, and an instructional unit on fractions taught by the teacher, they explored ways in which teachers could make their students' thinking public. From their work in this classroom they found students were accustomed to a way of doing school mathematics that included specific norms of interaction. The students expected these norms to characterize classroom discussions and struggled with the changes the participants tried to make. In addition, other issues became important during the participants' time in this classroom. The open-ended discussions they encouraged took a large amount of time and raised questions for the teacher about the importance of developing understanding over covering the content. The changes advocated involved fundamental rethinking of assumptions and beliefs about mathematics teaching and learning. Finally, their work in this classroom caused all three to struggle with their roles as collaborators, researchers, and change agents. (Author)

ED 355 120 SE 053 490

Nasser, Ramzi; Carifio, James
Key Contextual Features of Algebra Word Problems: A Theoretical Model and Review of the Literature.
PUB DATE- Feb 93
NOTE- 43p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Cognitive Style; *Context Effect; Literature Reviews; Mathematics Education; Models; *Problem Solving; Secondary Education; Secondary School Mathematics; Test Construction; *Word Problems (Mathematics)
IDENTIFIERS- Mathematics Education Research

One of the four algebra word problem structures found in K-12 textbooks is the propositional relation structure (Mayer, 1982). This type of problem asks students to establish equivalences between the variables or noun referents in the problem. The literature available indicates that students have inordinate difficulties, when trying to solve a propositional relation type of problem. The literature says little about how key context features are assigned to the text of the algebra word problem and how these features affect student performance or preference of algebra problems in general. Three key context features of algebra word problems were identified: familiarity, imageability, and variable type (discrete or continuous). These three key contextual features have been shown to have performance effects on arithmetic and algebra problems. The analysis in this paper examines these key context features of algebra problems in relationship to pictorial, symbolic, and verbal representational formats. In addition, an information processing model of the algebra word problem solving process is presented. The ways in which key contextual features may influence problem processing and the construction of solutions is discussed. This paper supplies a rationale, definitions, and a procedure for assigning key context features to an algebra word problem of the propositional relation type. These procedures were used to construct a set of 16 algebra word problems that systematically varied the key contextual features identified. These problem are proposed to be used to study children's education. The study further underscores the idea that students themselves can be courageous in working with parents and teachers alike to fight for quality education for themselves and for all students. (LBG)

ED 355 140 SO 022 798

World Eagle, The Monthly Social Studies Resource: Data, Maps, Graphs. 1990-1991.
PUB DATE- 91
NOTE- 433p.; Published monthly except July and August.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demography; Elementary Secondary Education; Foreign Countries; Geography Instruction; Graphs; Human Geography; *Instructional Materials; International Studies; Maps; Nonprint Media; *Social Studies; Tables (Data)

This document consists of the 10 issues of "World Eagle" issued during the 1990-1991 school year. World Eagle is a monthly social studies resource in which demographic and geographic information is presented in the forms of maps, graphs, charts, and text. Each issue of World Eagle has a section that focuses on a particular topic, along with other materials not necessarily related to the focus section. The focus sections of these issues are: the American family, Germany, the developing world, U.S. and world population, U.S. and world energy, the far east, education and employment, world product and trade, federal budget priorities, and U.S. and world food. (DB)

ED 355 141 SO 022 802

Filor, Anna May, Comp.
Multiculturalism, 1992.
PUB DATE- Oct 92
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Elementary Secondary Education; *English (Second Language); History Instruction; *Mathematics Education; *Multicultural Education; *Science Education; Second Language Learning; *Social Studies; Units of Study
IDENTIFIERS- New York

This monograph, developed to enrich the literature on multiculturalism, includes 25 articles on the subject. The articles are: (1) "Multiculturalism and an Assessment of Its Critics: Key to an Understanding and Acceptance" (A. J. Williams-Myers); (2) "The New Demographics" (Charles G. Treadwell); (3) "'Multiple Perspectives' or Courting Ethnic Strife?" (Albert Shanker); (4) "Fieldwork and Folklife Studies: Them, Us, and If" (Beverly J. Robinson); (5) "White Privilege: Unpacking the Invisible Knapsack" (Peggy McIntosh); (6) "Multiculturalism in Mathematics, Science, and Technology" (Gerry Madrazo, et al); (7) "Strategies for Implementing Multicultural Education" (Irene M. Lober; Kathryn Dunlop); (8) "Color Me" (James Hillestad); (9) "The Sociological, Psychological, and Pedagogical Implications of Multicultural Education" (Dolores M. Fernandez); (10) "Librarian-Teacher nation. In particular, they could have used more information about the pioneers' tools and supplies, the federal role in westward expansion, and the fate of various Native American tribes whose traditional lifestyles came under increasing pressure as frontier lines advanced. (Contains 22 references.) (Author/LBG)

ED 355 160 SO 022 994

Alabama Course of Study: Social Studies. Bulletin 1992, No. 20.
PUB DATE- 92
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Educational Objectives; Elementary Secondary Education; Excellence in Education; Geography Instruction; History Instruction; *Social Studies; State Curriculum Guides; State Standards; *Student Educational Objectives
IDENTIFIERS- *Alabama

Designed for use by classroom teachers and administrators to guide the development of local instructional programs, this guide prescribes the minimum content for public school instruments in K-12 social studies in the state of Alabama. The emphasis of the curriculum is on history and geography instruction, and, within this context, this document requires that all students at every level study and analyze the concepts and information from the social sciences. The guide provides program goals, student outcomes, instructional emphases, and strategy suggestions for each of the grade, K-12. The student outcomes represent minimum required content and define student performance. Six appendices are included. (Contains 17 references.) (DB)

ED 355 161 SO 023 007

Leming, Robert S.
Indiana v. Jamie L. Curtis: "The Case of the Questionable Book Bag Search." A Constitution-based Scripted Trial.
SPONS. AGENCY- Children's Museum of Indianapolis, IN.; Indiana State Bar Association, Indianapolis.; Indiana Univ., Bloomington. Social Studies Development Center.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Constitutional Law; *Court Litigation; *Law Related Education; *Legal Problems; School Law; Secondary Education; Social Studies; *Student Rights
IDENTIFIERS- New Jersey v TLO; United States Constitution

This document presents "Indiana v. Jamie L. Curtis," a fictional court case stemming from the search by school officials of a student's bookbag. The case is based upon the actual U.S. Supreme Court case of New Jersey v. T.L.O., which involved similar facts. The document includes background materials on the Fourth Amendment to the U.S. Constitution as well as leading Supreme Court decisions on search and seizure law. Most of the document consists of a script for the fictional trial, rule, law, or reporting requirements. The report outlines issues in sports equity, compares sports offerings generally and in various school districts, compares participation data by sport and by student, compares financial data, recommends methods for improving data collection and analysis, and examines changes in statute and State Board rules that could affect sports equity. The first appendix presents athletic report forms for six representative school districts for 1989-90. Other appendices, which comprise the bulk of the report, present data for individual school districts on: (1) secondary enrollment and athletic participation; (2) male and female athletic participation rates and comparisons; (3) school districts ranked by unduplicated comparison of male and female athletic participation rates; (4) school districts ranked by comparison of total athletic participation; (5) school districts ranked by female participation ratio; (6) districts ranked by average number of sports played by male and female participants and by difference in average number of sports played; and (7) state totals for athletic activities for 1989-90, categorized by sport. (JDD)

ED 355 181 SP 034 179

Dudenhoeffer, Frances Tomlin; Fedak, Joseph F.
Intramural Staff Handbook. Student Staff Personnel Manual from the Office of Intramural/Recreational Sports.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Athletics; *Employee Responsibility; Employment Qualifications; Higher Education; *Intramural Athletics; *Occupational Information; Part Time Employment; Physical Education; *Physical Education Facilities; Recreation; Recreational Facilities; *Student Employment
IDENTIFIERS- Athletic Facilities; *New Mexico State University

This student staff personnel manual is designed to orient student employees of the New Mexico State University (Las Cruces) Office of Intramural/Recreational Sports to their duties and responsibilities and to provide personnel policies and standard operating procedures. Topics include: student employment procedures, pay rates for job classifications, time sheets, policies/rules/discipline, 2-way radio use policy, safety, emergency situations, student health services, accident reports, worker's compensation, student/faculty eligibility, equipment and fee, faculty use, office assistant duties, equipment room/I.D. checker and weight room supervisor I.D. checker, camping equipment, first aid building supervisor, intramural first aid personnel, and night/weekend supervisor. The appendices include sample forms: time sheet, seven equipment room forms, two night/weekend supervisor forms, accident reports, and worker's compensation forms. (IAH)

ED 355 182 SP 034 183

Gilbert, Anne Green
Creative Dance for All Ages: A Conceptual Approach.
PUB DATE- 92
NOTE- 389p.
LANGUAGE- English

Education in a Democracy to the Education Commission of the
States.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.
PUB DATE- Jun 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Change Strategies; College Role; *Educational
Change; Educational Policy; Elementary Secondary Education;
Higher Education; Meetings; Policy Formation; *Preservice
Teacher Education; School Restructuring; Schools of Education;
Teacher Certification; Teacher Education Programs
IDENTIFIERS- *Goodlad (John I); *New York; Teachers for Our
Nations Schools (Goodlad)

This document reports on New York meetings attended by over 200 teacher educators and liberal arts and science faculty, teachers, administrators, and New York State Education Department policymakers to consider the implications of the research findings and recommendations presented in "Teachers for Our Nation's Schools" by John I. Goodlad. The findings and recommendations were considered in light of two statewide reform efforts: the revision of teacher preparation programs in response to new state certification requirements, and the restructuring of elementary, middle, and secondary education as envisioned in "A New Compact for Learning." The report reviews reform efforts in New York State and describes the format and structure of the regional meetings. The meeting discussions are then summarized, focusing on the need for reflective practice in teacher education, the need for prospective teachers to become agents of educational change, and the need to examine how schools of teacher education "fit in" with educational reform. The report concludes that meeting participants were able to link Goodlad's 19 postulates to substantive activity in the real world, although the practical realities of how and when some of the postulates might be implemented provided a strong undercurrent to the discussion. An appendix lists meeting participants. (JDD)

ED 355 199 SP 034 317

Hollingsworth, Sandra; Miller, Janet
Teacher Research and Gender Equity. Occasional Paper No. 143.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, April
1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Educational Change; Educational Research; Elementary
Secondary Education; *Equal Education; *Feminism; Higher
Education; Identification (Psychology); Interpersonal
Relationship; Personal Narratives; Politics of Education; *Sex
Bias; *Sex Differences; Sex Discrimination; *Sex Fairness;
Social Change; Teacher Education; Values
IDENTIFIERS- Collaborative Research; *Teacher Researchers

This paper examines the teacher research movement from feminist perspectives of achieving gender equity and social change in schools. The paper presents the personal experiences of two and specific learner expectations of a partial bilingual program; required and elective components; program organization; planning for instruction and evaluation; and planning for transfer of language learning through existing student skills. Charts detail specific skill expectations for each of four grade levels (3, 6, 9, and 12) for each of 6 general affective, language learning, and cultural awareness expectations. The relevant section of Alberta legislation regulating partial bilingual programs is appended. (MSE)

ED 354 763 FL 020 968

French as a Second Language Facilitators' Guide for Implementing the New Program of Studies: Professional Development Manual.
PUB DATE- 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Education; Foreign Countries; *French; *Professional Development; Program Development; *Program Implementation; Second Language Instruction; *Second Language Programs; *Teacher Education; Visual Aids; *Workshops
IDENTIFIERS- *Alberta

The guide is intended as a practical aid in professional development programs for teachers and administrators involved in implementing Alberta's (Canada) new French second language curriculum. Its content is based on research in professional development for second language teachers, and it offers possible formats for workshops relating to classroom-level program implementation. Workshop ideas include content, schedules, and suggested activities for local facilitators, teachers, and school administrators. Workshop evaluation is also discussed and a sample evaluation form is included. A bibliography contains 35 citations on professional development in language teaching and 10 citations of documents concerning the Alberta French curriculum. Appended materials include a list of official support documents for the new curriculum, blackline masters for local facilitators, a list of other possibilities for continuing professional development, a chart of program components for French teacher preparation (content and applications relating to linguistic knowledge, culture, learning theory, understanding of communication concepts, and pedagogical techniques), and a list of names and addresses of resource persons for advice or direct assistance with local professional development activities. (MSE)

ED 354 764 FL 020 969

Vandergrift, Larry
French as a Second Language. Student Evaluation Guide: Early Childhood Services-Grade 12 = Francais langue seconde: guide d'evaluation des eleves de la maternelle a la 12e annee.
PUB DATE- 92
NOTE- 276p.
LANGUAGE- English; French
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; Check Lists; Classroom Observation Techniques; Classroom Techniques; Early Childhood

Hashemi, Mohammad Reza
Analysis of Academic Discourse: Insights for Teaching Grammar.
PUB DATE- 92
NOTE- 8p.; Paper presented at the Conference on FLTI (1st, Tabriz-Baku, Iran, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Cost Effectiveness; Discourse Analysis; Educational Strategies; Engineering Education; *English (Second Language); *English for Academic Purposes; *Grammar; Higher Education; Medical Education; *Relevance (Education); Second Language Instruction; *Second Languages; Social Sciences; *Textbooks

Based on the premise that second language instruction at the college level should focus on the elements of academic discourse and not spend unnecessary time on less relevant grammatical structures, an analysis of discourse structures in subject-area textbooks was undertaken. Grammatical structures characteristic of academic discourse were analyzed for frequency in English-language texts in the social sciences, medicine, engineering, and two general topics. Those structures were then compared for frequency in the combined field-specific discourses and in general discourse. It is concluded that college-level second language grammar instruction should be geared toward the structures most commonly used in academic discourse. In English, these appear to be simple present, passives, past and present participles, relative clauses, noun compounds, and certain conditionals. Comparison of these results and the curriculum of remedial English in Iran's colleges also indicates that over 70% of the structures studied are little if ever used in academic, field-specific texts, suggesting substantial waste of instructional resources. A brief bibliography is included. (MSE)

ED 354 783 FL 021 010

Hashemi, Mohammad Reza
Feasibility of Functional Approach to EFL Teaching in Iran.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Needs; *Educational Strategies; *English (Second Language); Foreign Countries; *Grammar; Higher Education; Instructional Effectiveness; Instructional Materials; *Notional Functional Syllabi; *Relevance (Education); Secondary Education; Second Language Instruction; Translation
IDENTIFIERS- *Iran

In Iran, English second language (ESL) instruction is increasing rapidly. Generally, the instruction is structural and the focus is on grammatical features. Structural and grammar-translation methods of teaching are most common, and change is resisted. Against this background, however, some college instructors of the new generation have begun to test out the functional approach through research in three areas: Teaching functional broken down by various demographic, socioeconomic, and educational-level groupings. Also, the paper explores the underlying factors that determine default, using multivariate statistical techniques. Three key results are reported based on the analysis. First, that a borrower's ability to pay is a powerful determinant of default. Second, that the default rates differ significantly by level of educational attainment. Finally, that default rates differ significantly by the characteristics of borrowers. In summarizing these key results, the report finds that: (1) borrowers leaving school with lower incomes, whose monthly GSL payments are higher, and who have more dependents are more likely to default; (2) borrowers who do not complete high school or their postsecondary education programs are more likely to default; and (3) Black and Hispanic borrowers are more likely to default, after controlling for income, education, and other individual characteristics. Contains seven references. (GLR)

ED 354 802 HE 026 221

Ball, Christopher; And Others
Governing Colleges into the 21st Century.
PUB DATE- 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; *College Administration; Community Colleges; *Educational Change; Foreign Countries; Futures (of Society); *Governance; Governing Boards; Higher Education; Postsecondary Education; *School Business Relationship; *School Community Relationship; Surveys
IDENTIFIERS- *United Kingdom

This report discusses the governing bodies in United Kingdom schools of higher education which were restructured after the Education Act of 1988, and examines how they can best meet the demands which will be put upon them by the reforms announced in the White Paper "Education and Training for the 21st Century" and the Further and Higher Education Bills which were published in November 1991. A contribution by Ray Taylor of the United States which receives special mention in the Foreword suggests what a national association of governors can do to help them fulfill their role and also examines how governors can serve their local industries and communities. Papers and their authors are as follows: (1) "The New Governing Bodies for the 21st Century" (John Graystone); (2) "College Governance and Further Education Reforms" (Tim Eggar); (3) "Governing Community Colleges in the U.S.: An Overview of Trusteeship in Context" (Ray Taylor); (4) "Governing Colleges: The Expectations of Industry" (Ray Payne); (5) "Governing Colleges: The Role of TECs" (Valerie Bayliss); and (6) "FE--For Everyone?" (Christopher Ball). In addition, the report provides survey results of a short questionnaire completed by 63 governing body chairs, vice-chairs, and others designed to gain information on their background as governors. The general conclusions is that those holding senior positions on governing bodies are an all male group; that they have served at least 2 years in their position; and that they are longstanding, experienced governors. Some of the papers include references. (GLR)

ED 354 803 HE 026 222

Education; Researchers; Teaching Methods
IDENTIFIERS- *Association of American Medical Colleges; Research and Graduate Training Facilities; Research Training

This report presents information about the academic medical centers belonging to the Association of American Medical Colleges (AAMC) and profiles American medical education generally. Following a brief introduction, a section on institutions and resources offers information on medical schools' financial support, faculties, and faculty practice organizations. This section also provides similar information on teaching hospitals. The next section discusses education and covers: (1) admissions (applicant trends and enrollment and physician supply); (2) tuition and financial assistance; (3) educational program and curriculum reform (content, approaches to learning, advances in medical informatics, and sites for clinical education); (4) graduate medical education (the generalist imperative, financing graduate medical education, and resident hours and supervision); and (5) evaluation and standards (accreditation and licensure and assessing clinical competence). A section on biomedical and behavioral research discusses research support through project grants, indirect grants, training of new investigators and resources and facilities as well as social and professional issues in the use of animals in research and standards of conduct. A section on health care and health care services research looks at teaching hospitals and health care delivery and population health and health services research. A final section describes the history and mission of the AAMC. (JB)

ED 354 821   HE 026 241

Changing Medical Education: An Agenda for Action.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; Educational Assessment; *Educational Change; Foreign Countries; Futures (of Society); Global Approach; *Health Services; Higher Education; *Medical Education; Medical Schools; Physicians; Program Implementation; Standards; Surveys
IDENTIFIERS- *Physician Role; World Health Organization

This paper presents an agenda for worldwide change in medical education to meet current and future requirements of society. The first of four sections offers the central arguments for change in medical education noting global patterns in the search for better use of resources for health care, describing a profound shift underway in the present image and future role of physicians, and the challenges of implementing the necessary changes in medical higher education. The second section outlines the paper's agenda for change which consists of three components: (1) setting standards and developing tools for assessment; (2) strategies for change; and (3) follow-up through worldwide monitoring. This section also argues that change calls for an awareness of the need for change, providing support for those who experience behavioral change and fostering a sense of solidarity among those involved in similar change dynamics. A third section looks at why this agenda must be a global one and describes a proposed partnership in action for implementation of the agenda's components. The final section proposes a tentative plan for changing medical education including a 5-year projection and budget estimates.

students but rather identifies high-risk classes. The first chapter reviews the SI model, its focus, development, scope, features, placement of administrative responsibility, personnel, funding, and cooperation with advising. Chapter 2 explains in detail how SI works in the freshman year. Chapter 3 offers a review of the research on SI. Chapter 4 looks at why educators and students choose SI. Chapter 5 shows how SI has been adapted to an urban high school, to English composition classes, and to a law school at the University of Missouri-Kansas City. The last chapter reviews the foundation and theoretical framework of SI. An appendix lists institutions currently using SI. (Contains 60 references.) (JB)

ED 354 840   HE 026 261

Boyer, Ernest L.; And Others
Perspective on the Freshman Year: Volume II. Selected Major Addresses from Freshman Year Experience Conferences. The Freshman Year Experience: Monograph Series Number 8.
PUB DATE- 92
NOTE- 61p.; For other titles in this series, see ED 334 880-885, ED 343 519 and HE 026 260-263.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Freshmen; College Instruction; Cultural Pluralism; Curriculum Design; Educational Assessment; *Higher Education; Nontraditional Students; Organizational Objectives; Self Concept; Speeches; Student Development; *Undergraduate Study
IDENTIFIERS- Academic Community; Canada

This volume contains the text of six speeches selected from approximately 125 plenary talks that have been given over the past few years at more than 40 Freshman Year Experience Conferences by leading educators concerned about improving the first year undergraduate experience. In the first speech, "The Undergraduate Experience: Critical Issues for the 1990s," Ernest L. Boyer reflects on curriculum, teaching, sense of community, and assessment. In the second selection, "On Impostorship, Cultural Suicide, and Lost Innocence: How Freshman Adults Experience Critical Thinking" Stephen D. Brookfield focuses attention on the first year experience of non-traditional-aged adults entering college. Next, Sheila Tobias, in "Professors as First-Year College Students: What Can They Teach Us?", looks at students' academic self-image and how that may shape their choice of majors. For the fourth paper, "Along the Way" William C. Hartel, a professor of history at Marietta College, traces his evolution as a thinker, scholar, teacher, and activist on behalf of first year students. Stuart L. Smith in "Is Student Success Really a Serious Concern at Today's Universities?" reviews challenges to Canadian higher education. The final paper, "In Search of Hope and Heroes" by Laura I. Rendon, discusses responding to the challenges of increasingly diverse student bodies. Author biographies are included. Some papers offer references. (JB)

ED 354 841   HE 026 262

Masiello, Lea
Write at the Start: A Guide to Using Writing in Freshman Seminars. The Freshman Year Experience: Monograph Series Number 9.
PUB DATE- 93

communicating the challenges of the 1990s, early child development programs, children as communicators, peasant children centers in Ecuador, creative use of video in early child health and education in Thailand, understanding child development, communicating with parents, and materials development. The current status of development communication is the focus of the last issue, including communication planning, talking to development bankers, Project Saturn Global (an educational, distributed satellite radio network), simplified computer graphics technology, selecting allies for development communication,and participatory communication for social change. (ALF)

ED 354 859 IR 015 948

Freda, Kristin, Comp.
Electronic Resources in Education: An Annotated Guide to Resources in Primary and Secondary Education.
PUB DATE- 10 Dec 92
NOTE- 29p.; Online and Optical Information Services Requirement, Simmons College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Bilingual Education; Child Abuse; Child Development; *Computer Networks; Database Producers; *Databases; *Education; Electronic Publishing; Elementary Secondary Education; *Information Sources; Mental Health; *Online Systems; Online Vendors; Sociology; Special Education
IDENTIFIERS- Electronic Journals; Internet

This resource guide was compiled as an aid to education libraries (i.e., libraries that support teacher training and education). It is intended as a tool for teachers, administrators, professors, students of education, and librarians. The focus of the listing, which covers the most important and useful electronic resources currently available in the field, is on elementary and secondary education, including special education, bilingual education, child development, and exceptional child education; resources in the areas of child abuse, mental health, and sociology are also included. A total of 35 resources are divided into 6 major categories: education specific sources, interdisciplinary sources, directory sources, sources of foreign materials, sources of assessment, and participatory sources. Information on the provider, type of database, file size, timespan covered, update frequency, target audience, database content, sources of information, availability, and print counterpart is presented for each resource. Internet resources and education journals online are also listed, and a directory of 29 providers and 13 vendors is included. A list of 8 sources used to compile the guide and 13 sources for further reading and assessment completes the document. (ALF)

ED 354 860 IR 015 949

High Performance Computing and Communications Panel Report.
PUB DATE- Dec 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Appropriate Technology;

Interactive Videodiscs, Vignettes, and Manipulatives: A Mix That Enhances the Mathematics Methods Class.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Classroom Techniques; College Students; Computer Assisted Instruction; Content Analysis; *Education Majors; Elementary Secondary Education; Higher Education; *Interactive Video; Interviews; *Manipulative Materials; *Mathematics Instruction; Methods Courses; *Preservice Teacher Education; Student Attitudes; *Videodisks
IDENTIFIERS- Preservice Teachers; *Vignettes

A component of preservice teacher education is the methodology of teaching mathematics using manipulatives. To enhance prospective teachers' understanding of the use of manipulatives to teach mathematics, interactive video can provide an effective medium to bring the reality of the school classroom to the university classroom. Two interactive videodiscs were developed for use in mathematics education courses. The discs contained classroom scenes of teachers and children from three grade levels using manipulatives to develop conceptual understanding of mathematics topics using geoboards and numeration blocks. These discs were integrated into lessons presented to preservice teachers as part of their methods course. The contents of the videodiscs and the way they were used in the lessons were evaluated through interviews with 19 preservice teachers and analyses of their responses on a 7-point scale. Their generally favorable responses will be used to improve disc content and the way discs are used for instruction. (Contains 20 references.) (Author/SLD)

ED 354 880   IR 016 010

Telecommunications and Education. Hearing before the Subcommittee on Communications of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Second Congress, Second Session (July 29, 1992).
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Distance Education; Educationally Disadvantaged; *Educational Technology; Elementary Secondary Education; Hearings; Higher Education; Information Dissemination; National Programs; *Online Systems; Rural Areas; *Technological Advancement; *Telecommunications; Telecourses
IDENTIFIERS- Congress 102nd; SMARTLINE

Testimony on the use of telecommunications technologies in education was given at this hearing. The focus was to examine how new and old technologies can be used to help schools and universities serve children more effectively and to extend the reach of educational institutions to rural and underserved communities. Although there is a great deal of technology in the marketplace, there is no coordinated effort at the national level to ascertain how it can be used most effectively considering limited financial resources. Statements by Senators Burns, Hollings, Inouye, McCain, Pressler, Stevens, and Jeff

Interlibrary Loan Trends: Making Access a Reality. SPEC Kit 184.
PUB DATE- May 92
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Facsimile Transmission; Higher Education; *Interlibrary Loans; Library Administration; Library Statistics; Library Surveys; Public Libraries; *Research Libraries; *Shared Library Resources
IDENTIFIERS- Association of Research Libraries; *Electronic Document Delivery; *Library Policy

This Systems and Procedures Exchange Center (SPEC) kit reports results of a survey of 82 Association of Research Libraries (ARL) institutions conducted in early 1992 in order to gather information on interlibrary loan by examining a number of operation and management changes that are occurring and the steps that might be taken to ease the pressure of the rapidly increasing volume of interlibrary loan activity. Data are reported on interlibrary loan lending and borrowing practices, resource-sharing agreements, automation in interlibrary loan, commercial document suppliers, and user-initiated interlibrary loan. The following related documents from several ARL libraries are included: (1) interlibrary loan statistics from three libraries; (2) interlibrary loan policies and procedures from seven libraries; (3) interlibrary loan reports and manuals from three libraries; (4) telefacsimile policies and procedures from four libraries; and (5) descriptions of electronic document delivery request systems from five libraries; (6) and resource-sharing and cooperative agreements from nine libraries. (Contains 25 references.) (KRN)

ED 354 899 IR 054 404

Jarkon, Joe; Fitzpatrick, Vicki, Ed.
The Andrew Heiskell Library for the Blind and Physically Handicapped. A Library with a Difference. Projects and Experiments.
PUB DATE- 92
NOTE- 17p.; "Projects and Experiments," an unnumbered serial, is published irregularly on an occasional basis.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Appropriate Technology; *Building Conversion; *Building Design; Disabilities; *Equipment; *Library Automation; *Library Facilities; Library Planning; Library Services; Public Libraries
IDENTIFIERS- Floor Plans; *Materials Handling; *National Library Service for the Blind; New York Public Library

This publication describes the Andrew Heiskell Library for the Blind and Physically Handicapped, a regional library for the National Library Service (NLS) example of the creative use of physical space and innovative technology. The publication focuses on the materials-handling system designed for the new facility, including system design objectives; before and after descriptions of how loading-dock and turnaround area operations work; and descriptions of materials-handling components, including tow line, scissors lifts, conveyor system, horizontal

Technical Processes; *School Libraries; Surveys; Technological Advancement; Trend Analysis
IDENTIFIERS- *Vendors

A research project was undertaken in 1992 in order to identify, describe, and analyze current trends and developments in library automation systems and library software. The starting point is work conducted in 1988/1989 that formed the foundation of the book "Computer Software for School Libraries: A Directory." A 1992 survey of software developers and vendors (initial sample of 360) is being used to develop additional information to be published in an updated version of the directory. Preliminary observations make it apparent that there has been an increase in the number of integrated, multi-function library systems on the market, on the order of 272 percent. Some blurring of the distinction between school library systems and other libraries appears to be occurring, and many systems are crossing international boundaries. However, several vendors appear to have gone out of business. Many of those who replied (around 100) to a letter asking for updated product information for a new book, indicated that their products had undergone considerable development. An appendix provides a 16-item select list of directories of library software. (Contains 22 references.) (SLD)

ED 354 919 IR 054 505

Boucher, Julie J.; Lance, Keith Curry
The Roles of Libraries in Education.
PUB DATE- Nov 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Access to Education; Access to Information; Educational Environment; Elementary Secondary Education; *Equal Education; High Risk Students; Information Technology; *Information Utilization; Library Networks; *Library Role; Library Services; *Public Libraries; *School Libraries; School Readiness; Users (Information)
IDENTIFIERS- Colorado; Examples

Three sets of roles that libraries play in education are identified. Each of the roles is explained, accompanied by relevant statistics and examples. In the first place, libraries provide access to education by teaching information skills, by providing leadership and expertise in the use of information and information technologies, and by participating in networks that enhance access to resources outside the school or community. Secondly, libraries help ensure equity in education by: (1) helping children start school ready to learn; (2) addressing the needs of student most at risk; (3) providing access to information and ideas unimpeded by social, cultural, and economic constraints; (4) ensuring free and equal access to information and ideas without geographic constraints; and (5) helping students stay free of drugs and violence, in an environment conducive to learning. A third role is that of impacting academic achievement for individuals and assisting them in lifelong learning, preparing individuals for productive employment, promoting the enjoyment of reading, promoting functional literacy among adults, preparing individuals for responsible citizenship, and equipping the United States to be first in the world in science and mathematics achievement. Specific examples illustrate Colorado libraries that carry out these roles. (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Alienation; College Administration; *College Faculty; Collegiality; Community Colleges; *Minority Groups; *Peer Relationship; Physical Disabilities; Professional Development; *Racial Bias; Racial Discrimination; Teacher Alienation; Teacher Attitudes; Teaching Conditions; *Tokenism; Two Year Colleges; *Work Environment
IDENTIFIERS- *Diversity (Faculty)

The call for greater diversity among college faculty and administrators is a prominent feature in the literature of higher education and especially of community colleges. For faculty members and administrators who may be the only, or the first, or even the token minority within their division, it is important to resolve what being the "only one" means and what opportunities it represents. Interviews with five African Americans, two Hispanics, one Native American, one Asian, two physically handicapped, and one female vocational education instructor, each identified as the "only ones" in their academic departments, combined with a review of the literature, helped to identify a number of issues that were common in the experiences of the "only ones." These issues include: (1) the comments or behavior of these individuals tended to be enlarged and generalized to the groups they represented, often leading to overachieving behavior; (2) the individuals often experienced social and professional isolation, often leading to feelings of loneliness; (3) they often encountered false assumptions and stereotypes, including prejudice and lack of professional respect or advancement from peers; (4) the individuals were expected to serve on multiple committees within their division to represent a minority perspective, and were also expected to serve as community leaders for their particular minority group; and (5) white and male privilege, the tyranny of the majority, racism, and biases were an accepted, if unrecognized norm. Among those interviewed, professional acknowledgement and respect, acknowledgement of individual uniqueness, recognition and utilization of expertise, professional trust, honest evaluations, and inclusion in collegial networks were identified as elements of the preferred professional environment. (PAA)

ED 354 936 JC 930 105

Kangas, Jon; Ramirez, Ed
Evergreen Valley College Success Rates for Hispanic Enlace Students Compared to Other Hispanics in the Same Courses, Fall 1992. Research Report #489.
PUB DATE- 2 Mar 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Comparative Analysis; Core Curriculum; Educational Needs; Grades (Scholastic); *Hispanic Americans; Minority Groups; *Outcomes of Education; *Performance; *Program Evaluation; Student Evaluation; Tables (Data); Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- Chicanos; Evergreen Valley College CA; *Hispanic American Students; Latinos

A study was performed in the Fall of 1992 at Evergreen Valley College, in San Jose, California, to measure the effectiveness displaced homemakers, and 1% on public assistance; (7) 31% of the respondents received their baccalaureate degree from the California State University system, 12% from the University of California, and 46% from out-of-state or foreign institutions; and (8) 52% of the respondents indicated that they would not be able to continue their education, with the majority citing cost as a reason. Data tables, respondents' comments about the new fee rules, and the survey instrument with tabulated responses are included. (PAA)

ED 354 952 JC 930 122

Muyskens, Lois
Preliminary Humanities Tech Scout Report and Scouting for
Multimedia, the Search Goes On.
PUB DATE- 1 Dec 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Technology; Humanities; *Humanities Instruction; Hypermedia; Instructional Development; *Instructional Material Evaluation; Instructional Materials; Material Development; Media Adaptation; *Media Selection; *Multimedia Instruction; Two Year Colleges; *Videodisks
IDENTIFIERS- *Dallas County Community College District TX; Richland College TX

In 1990, the Dallas County Community College District's (DCCCD's) Computer Center recruited three technology scouts (faculty members interested in media) to locate, preview, and evaluate multimedia products that could be used in the classroom. The technology scout for the humanities found and previewed products that could be used in "Introduction to Humanities," "Advanced Humanities," "Art Appreciation," and "Music Appreciation." This document consists of a short paper and a preliminary report on this project. A survey of DCCCD humanities faculty revealed that most faculty were not using a computer in their office, home, or classroom, but that most were interested in finding out more about computer software and multimedia. A temporary multimedia lab was established to help introduce the faculty to the programs that had been previewed. This report by the technology scout for the humanities contains: (1) an overview of the project; (2) recommendations for integrating multimedia into humanities instruction at the DCCCD based on information gathered at demonstrations and workshops, correspondence with faculty at DCCCD and other institutions, and an exploration of the use of computers in labs and classes at DCCCD; (3) a review of current technology and future trends; (4) a brief discussion of the value of the tech scout experience; (5) an annotated list of 13 humanities-related computer software projects developed by professors from around the nation; and (6) descriptions and recommendations regarding the eight multimedia programs previewed, including the title, manufacturer, and hardware requirements. Appendixes contain the survey instrument; notices for a multimedia demonstration at Richland College; relevant articles; project reports and correspondence; and a budget request, including the specifications and costs for both hardware and software to set up a multimedia workstation for the humanities. (MAB)

ED 354 953 JC 930 123

their pre-employment education, and the link between college and work. Part 1 focuses on aspects of the economic, technological, and social environment that will influence the future role of technicians. Economic concerns include the current status of the Quebec economy, globalization of the world's economy, economic trends toward growth and the domination of commerce and service industries, and emerging motives and values. The technological/technical environment is examined in terms of information technologies, biotechnology, energy management, recycling, innovations in materials engineering, and the diffusion of technological advances. Social issues include the growing gap between rich and poor, the social conscience of the business world, and the development of an information society. Part 2 examines changes in the productive sector, including those related to organizational dynamics and the professional structure of the labor force. Part 3 considers the role of technicians and the competencies expected of them, including creativity, a sense of personal autonomy and responsibility, and the capacity to integrate information, transfer it across disciplines, work as a team member, learn, and adapt. Finally, part 4 looks toward the future, addressing scientific and technological trends, the globalization of human history, the relationship between educational and career changes, and influences on the ethical order. Concluding comments emphasize the cultural, ethical, educational, and socioeconomic questions that should be addressed in conceptualizing the role of technicians in the year 2000. (AC)

ED 354 969   JC 930 143

Audet, Claudine
La formation en alternance en France (Alternative Education in France).
PUB DATE- Dec 92
NOTE- 57p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; *Apprenticeships; *Cooperative Education; Educational Development; Educational Legislation; Educational Trends; Foreign Countries; Nontraditional Education; On the Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; *Work Experience
IDENTIFIERS- *France

"Alternative" or cooperative education is a way of organizing instruction that combines education in an academic institution with training in a professional setting. The approach has attracted a renewed interest in Europe in the past few years because of its potential for motivating students, reducing student attrition, and raising the level of entry-level vocational education. This publication examines current thinking and practices related to alternative education in France. Part 1 provides an overview of alternative education, focusing on terminology and objectives. Part 2 offers the historical background, reviewing the relationship between new models of alternative education and existing apprenticeship programs, the renewed interest in the alternative model over the past 15 years, and an overview of the legal underpinnings of current apprenticeship and work experience programs in France. Part 3 focuses on the characteristics and outcomes of three types of alternative education programs: apprenticeships, school-based work experience programs, and alternative

Hartford, Connecticut; Central Valley, California; Polk County, Florida; and Sumter County, Alabama), and a description of the characteristics of hungry families and the effects of hunger on children; (3) a description of food assistance programs administered by the federal government, including the Food Stamp Program, the National School Lunch Program, and the Summer Food Service Program for Children; (4) a discussion of emergency food programs that focuses on characteristics of those who use them; (5) an analysis of the relationship between hunger and poverty; and (6) an analysis of the relationship between employment status and hunger. The report summarizes key findings and suggests policy recommendations for ending childhood hunger. The 10 appendixes include descriptions of the pilot and demonstration projects; of CCHIP survey sites and survey methods; of methods for estimating national hunger rates; and of a sample design for the Pontiac, Michigan, CCHIP survey. (MM)

ED 354 987 PS 021 002

Fox, Jill Englebright
Infant and Toddler Language Development.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Speech; Child Caregivers; *Childhood Needs; *Child Language; Childrens Literature; Day Care; Delayed Speech; *Infants; *Language Acquisition; Parent Child Relationship; Parent Influence; *Toddlers
IDENTIFIERS- Language Functions

A child's need for formal communication may be as much an emotional need as a cognitive need. Several theories attempt to explain children's language development, including the theories developed by B. F. Skinner, Noam Chomsky, and J. Bruner. Most children typically follow a standard sequence of language development: crying and cooing, babbling, first words, and first sentences. Parents influence a child's language development in different ways. Fathers generally interact with their children more often as playmates than as caregivers, while mothers tend to use more baby talk and have quieter interactions. Nonparental caregivers may have a significant effect on a child's language development. Caregivers should be aware that they may have the responsibility of filling the gaps if the child's parents are not interactive or if positive interactions have been limited. Both parents and early childhood teachers should help children use language to meet their emotional needs for communication and interaction. A bibliography of 20 books for infants and toddlers is appended. (MM)

ED 354 988 PS 021 008

New, Rebecca S.
Reggio Emilia: Some Lessons for U.S. Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

requiring basic skills services; and (5) develop a new means of assessing kindergarten students. Over a 10-month period, magnet programs were developed, parents surveyed, and in-service training provided. Programs in science and technology; fine, visual and performing arts; and international studies; and two programs referred to as "Early Childhood" and "An Academy," were developed. Preliminary evaluations of the project showed that its objectives were met. As a result, the project will be expanded to the middle school level. (HOD)

ED 355 007 PS 021 153

A Matter of Time: Risk and Opportunity in the Nonschool Hours. Report of the Task Force on Youth Development and Community Programs.
PUB DATE- Dec 92
NOTE- 152p.; Photographs and shaded charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Agency Cooperation; Athletics; At Risk Persons; Business Responsibility; *Community Programs; Community Role; Community Support; Elementary Secondary Education; Government Role; *Non School Educational Programs; Public Policy; Recreation; Skill Development; *Youth Programs
IDENTIFIERS- *Early Adolescents; *Task Force on Youth Development Community Prog

This report stresses the importance of creating networks of community support for young adolescents during nonschool hours. It pays special attention to the needs and interests of youth from low-income families and of diverse backgrounds. The first part of the report deals with the risks and opportunities faced by youth today at home and school and contains essays written by children. In the second part, a wide variety of community programs is described and their potential discussed. These programs include private, nonprofit, religious, and community organizations and public sector institutions. The third part offers recommendations for: (1) strengthening community programs for young adolescents, including recommendations relating to developmental, societal, and organizational issues; (2) constructing supportive policies for young adolescents, including recommendations relating to institutional funding, government policies, and service networks; and (3) promoting healthy adolescent development. Appendixes include a list of papers and reports, a list of participants in task force consultations, biographies of task force members, and profiles of 20 national organizations that participated in the task force study. An executive summary is included, as well as prefatory material by David A. Hamburg, James Comer, and Wilma Tisch. (Contains 68 endnotes.) (PM)

ED 355 008 PS 021 159

Aberg, Birgitta Galldin
The Process of Change: Altering the Practice of Care in a Children's Home in the Middle East. Studies and Evaluation Papers 10.
PUB DATE- Dec 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Check Lists; Elementary Secondary Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; Principals; School Activities; *Teacher Attitudes
IDENTIFIERS- Mississippi

This study was designed to determine which parent involvement strategies are used in Mississippi and which strategies are perceived as important by the states' parents, administrators, and teachers. Fifty school districts were randomly selected for the study. Questionnaires were distributed to parents, teachers, and one elementary and one secondary principal from each district, for a total of 400 parents, 200 teachers, and 100 principals. The questionnaire provided a list of parent involvement strategies (the use of advisory committees, open house, receptions, and so forth) and asked respondents to select the five most important strategies. Respondents also indicated which strategies were used in their school and ranked the five most important strategies in their school. The response rate was 38 percent. Results revealed that all three groups selected parent-teacher conferences as the primary parent involvement strategy. However, almost 62 percent of the respondents indicated that parent-teacher conferences were not held in their schools. Parents identified homework as one of their top five strategies, but teachers and administrators did not. A sample questionnaire is appended. (MM)

ED 355 028 PS 021 215

Halford, Graeme S.
Experience and Processing Capacity in Cognitive Development: A PDP Approach.
PUB DATE- Mar 93
NOTE- 30p.; Paper presented at the Annual Conference of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Mapping; *Cognitive Processes; *Concept Formation; Models; Schemata (Cognition); Thinking Skills; Young Children
IDENTIFIERS- Chunking; Knowledge Acquisition; *Parallel Processes; *Process Models; Transitive Inferences

Cognitive development is driven by experience, but is mediated by domain general processes, which include learning, induction, and analogy. The concepts children understand, and the strategies they develop based on that understanding, depend on the complexity of the representation they can construct. Conceptual complexity can be defined in terms of the number of independent dimensions that need to be represented. Parallel Distributed Processing (PDP) models of the way in which information is represented help to explain why the number of dimensions that can be processed in parallel is limited. This explanation leads to a new definition of processing capacity, which seems to account for many phenomena, including some that have traditionally been attributed to stages. The definition implies that cognitive development is an interaction of domain specific and domain general processes. An overarching goal of research is to define the nature of this interaction. An important result of the interaction is the growth in the capacity to represent concepts of increasing structural employment. The third part presents data on the relationship between the number of hours per week preschoolers spend in nonparental care and early education programs, and child characteristics, family socioeconomic characteristics, and maternal employment. Preschool children's participation in home-based and center-based programs is discussed in the fourth part. The fifth part examines the relationship between children's participation in the child care arrangement in which they spend the most time per week, and child characteristics, family characteristics, and maternal employment. The sixth part discusses characteristics of center-based programs, including group size and child-staff ratios. The report is summarized in the seventh part. A discussion of the survey methodology is included. (Contains 17 references.) (BC)

ED 355 047 PS 021 253

Duke, Joni; Prater, Greg
Preschool Teachers' Expectations of Preschoolers Labeled Developmentally Delayed: A Pilot Study.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bias; *Labeling (of Persons); Learning Problems; *Preschool Children; *Preschool Teachers; Special Education; Student Behavior; Surveys; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- *Developmental Delays

To assess the potentially stigmatizing effects of the label "developmentally delayed," a term used to identify young children in need of early intervention, this study surveyed preschool teachers from Illinois, Indiana, Kentucky, and Tennessee. The 89 teachers who responded to the survey were all female, and all but 16 had received some undergraduate or graduate training in special education. The survey included a brief vignette that described a typical 4-year-old child. Half the vignettes stated that the described preschooler was labeled developmentally delayed. The other surveys included the same vignette, but the child was not labeled. Teachers were asked to respond, using a Likert scale, to two statements concerning: (1) the child's ability to succeed in their classroom; and (2) their own ability to teach the child. Analysis of the responses indicated no significant difference between teachers' attitudes concerning the success of labeled and nonlabeled preschoolers, and no significant difference between teachers' perceived ability to teach labeled and nonlabeled preschoolers. (MM)

ED 355 048 PS 021 255

Nurss, Joanne R.; And Others
Blalock FIRST: A Collaborative Project between Georgia State University & the Atlanta Public Schools. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; Attitude Change; *Black Family; *Community Involvement; Disadvantaged Youth; Elementary Education; Elementary School Students;

fans and all the antics that go along with such images prevent millions of Americans from understanding the authentic Indian America, both long ago and today. "Playing Indian," a common sight on many athletic fields in America, mocks Native American cultural practices, trivializes their diversity, and assaults their humanity. Indian dress, weapons, artifacts, and music that have religious or cultural significance to many traditional Native American people have been distorted and degraded, and Native peoples have been portrayed as a fictitious generic image or as the stereotypical hostile warrior or princess. Thirteen questions are presented to assist educators in addressing the issues surrounding the Native American mascot of school athletic teams and cultural respect. (SV)

ED 355 067 RC 019 007

Stutzman, Esther
An American Indian Perspective on Columbus. An Indian Education Curriculum Unit.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; Class Activities; Elementary Education; Grade 4; *North American History; Social Bias; *Textbook Bias; Units of Study
IDENTIFIERS- *Columbus (Christopher)

This guide attempts to show educators a perspective on Columbus that is historically accurate and sensitive to American Indian history. The 500-year anniversary of the voyage of Columbus is not a time for rejoicing among the Indian population. Although exploration of the New World was inevitable, Columbus and his successors treated the Indian people badly and brought about rapid change that gave the Indian people no alternative to historical events. This guide discusses the misuse of the word "discovery" with regard to Columbus's voyages, the details of the life and voyages of Columbus, and the subsequent glorification and romanticization of his part in history. Common textbook inaccuracies and omissions are examined. Also included are a historical timeline featuring both European/Asian and American Indian developments, instructions for using the timeline, a list of American Indian stereotypes to "unlearn," an explanation of American Indian beliefs about the origins of various tribes, and several classroom activities aimed at the grade 4 level. (SV)

ED 355 068 RC 019 012

Gray, Andrew
The Amerindians of South America. Revised.
PUB DATE- Jul 87
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian History; *American Indians; Civil Liberties; Colonialism; *Culture Conflict; Elementary Secondary Education; Ethnic Relations; Foreign Countries; *Indigenous Populations; *Latin American History; Latin Americans; *Minority Groups; Politics; *Self Determination

Secondary Education; *Migrant Education; *Migrant Programs; *Program Administration; *Program Costs; Program Evaluation; Questionnaires; *Student Characteristics
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs

This document consists of three volumes representing a 3-year study of the Chapter 1 Migrant Education Program (MEP). The study used current and nationally representative data to address research questions related to program targeting, services, communications, and administration. Volume I presents study findings from mail questionnaires completed by state directors of migrant education and directors of 300 regular school-year and 200 summer-term MEP projects. It provides information concerning migrant student characteristics, MEP targets, services, communications, administration, and expenditures. Volume II contains summaries of case study reports of 25 local migrant projects. Site visits involved interviews with local migrant project directors and staff, school principals, migrant teachers, general and special education teachers, Chapter 1 basic personnel, bilingual personnel, and others who had substantive contact with migrant students or the migrant program. Each case study includes an introduction, followed by sections on students and targeting, program services, communication and coordination, expenditures, and administration. Volume III of the report consists of technical appendices, including: (1) details of sampling design; (2) study instruments and case study report outlines; (3) details of data preparation; and (4) forecasts of 1991-2000 enrollment in the MEP. The document contains numerous tables and graphs. (LP)

ED 355 086 SE 052 377

Recovering Our Heritage: Peregrine Falcons.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Birds; Class Activities; *Educational Games; Elementary Education; *Endangered Species; Environmental Education; *Learning Activities; Learning Modules; Lesson Plans; Teaching Methods
IDENTIFIERS- Bird Migration; *Iowa; *Peregrine Falcons

This education kit was compiled by Iowa's Nongame Program to celebrate the successful reintroduction of the peregrine falcon (Cedar Rapids, July 1989) after its near extinction in the state in the 1960s. This resource unit was developed to enhance the education of students and teachers in Iowa about endangered species and specifically the peregrine falcon. An introduction provides a historical perspective of the human/falcon relationship as well as information on falconry, including falconry in Iowa. Nine lesson plans address the following topics: (1) survival characteristics of peregrine falcons (grades 3-4); (2) characteristics of raptors--birds of prey (grades 5-6); (3) special adaptations of birds--feet and beaks (grades 3-8); (4) peregrine migration patterns (grades 7-8); (5) the human connection--the effects of pesticides (grades 3-6); (6) survival factors (grades 3-6); (7) the human connection--the effect of tropical forest destruction (grades 7-8); (8) efforts to recover endangered species, especially the peregrine falcon in Iowa (grades 5-6); and (9) a review (grades 3-8). Lesson plans include objective(s), method(s), background information, and, selectively: materials, vocabulary, used independently of or in conjunction with viewing the series. The goal of the guide is to aid teachers in incorporating topics relating to environment in the classroom. The guide is made up of three main sections: activities, reproducible student pages, and resources. The activities section is divided into 10 units with the following themes: history, climate, overdevelopment, development, wilderness, energy, agriculture, waste, politics, and sustainability. Each unit is organized into sections that include an overview, activities, questions, key words, a program synopsis, and recommended readings. The reproducible student pages feature articles and information that encourage students to grapple with the issues and to consider their roles in environmental problem solving. This section also includes information about careers, volunteer opportunities, summer activities, and educational resources. The resource section provides a sampling of educational organizations and materials. Also included is an examination of the activities of the Education for Living in the Nuclear Age group in an effort to inspire teacher collaboration. (Author/MCO)

ED 355 103   SE 053 350

Moll, Gary; Young, Stanley
Growing Greener Cities: A Tree-Planting Handbook.
PUB DATE- 92
NOTE- 135p.; For companion volume: "Growing Greener Cities: Environmental Education Guide", see SE 053 351.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Climate; Community Action; Community Involvement; Community Programs; *Ecology; Environmental Education; Forestry; *Landscaping; Natural Resources; Physical Environment; Regional Characteristics; *Rural Urban Differences; *Trees; *Urban Environment; Urban Planning
IDENTIFIERS- World Views

This step-by-step guide, developed by the Global ReLeaf organization, presents tree-planting advice and simple steps to organizing a successful community tree-planting and tree-care program. The text is divided into three parts. Part 1 introduces trees and discusses the role they play as components of the living urban environment. Distinctions are made between urban and rural forestry and ecosystems. Part 2 presents tree selection, planting, and care techniques. Included in this section is a summary of tree anatomy and functions. Part 3 presents a global perspective of the need to foster tree planting and care to address environmental problems. The focus of part 3 is how to organize community tree-planting and tree-care programs. A list of natural resources provides information about national trade, professional and citizen organizations; federal agencies; educational materials; materials for further reading; catalogs and mail-order suppliers; state Global ReLeaf coordinators, international Global ReLeaf partners, and local tree-planting groups. A glossary is also provided. (MCO)

ED 355 104   SE 053 351

Growing Greener Cities: Environmental Education Guide.
PUB DATE- 92

several variables that may be important to understanding the nature of difficulties students face when solving a problem with a propositional relation structure. The model developed and presented could be generalized to other algebra problems of different structures or other domains. (Contains 45 references.) (MDH)

ED 355 121 SE 053 492

McKinney, Kay
Improving Math and Science Teaching: A Report on the Secretary's Conference on Improving Mathematics and Science Teaching and Instructional Resources (2nd, Washington, D.C., October 1992).
PUB DATE- Feb 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Equal Education; *Instructional Improvement; *Instructional Innovation; Instructional Materials; Mathematics Education; *Mathematics Instruction; National Norms; Science Education; *Science Instruction; *Standards; Teacher Education

A 1992 conference on mathematics and science teaching focused on two specific topics: enhanced professional development for educators and better instructional materials for the classroom. Teachers, members of Congress, governors, teacher educators, professors, researchers, and policymakers shared what they believed was needed to be done to improve mathematics and science education in the United States. This booklet reports the views of the participants and the general consensus of the conference regarding changes needed in the education system. The concepts of systemic reform in education and the setting of national standards as exemplified by the National Council of Teachers of Mathematics are discussed in section 1. The second section discusses the necessity of providing all children with an opportunity to learn mathematics and science. The third section reports the participants' views emphasizing courses that teach mathematics and science for understanding. The fourth section discusses the necessity to prepare teachers of math and science to higher standards of skill and knowledge. Extensive professional development to help practicing teachers enhance their skills is suggested. The fifth section examines the need for the development of better instructional materials for the mathematics and science classroom. Finally, 20 recommendations in the following 4 themes are reported: (1) standards; (2) improving mathematics and science teaching; (3) instructional materials; and (4) systemic change. A list of presenters and demonstrators and a statement of principles on school reform in mathematics and science are provided. (MDH)

ED 355 122 SE 053 493

Kanter, Patsy F.; Dorfman, Cynthia Hearn, Ed.
Helping Your Child Learn Math with Activities for Children Aged 5 through 13.
PUB DATE- Dec 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Partnerships: Serving the English as a Second Language Students" (Anne H. Filson); (11) "The Importance of the Teacher to Multiculturalism" (Maryann Fallek); (12) "Usage is Never Good or Bad but Thinking Makes It So" (Frances E. Blake); (13) "Creating Thematic Units with a Multicultural Focus" (Patricia Baker); (14) The New York State Social Studies Supervisory Association's "Regents' Letter"; (15) "Ways to Implement Multiculturalism: Twenty-One Lessons for American History with a Multicultural Focus" (Anna May Filor); (16) The National Science Teachers Association (NSTA) "Background Paper: Multicultural Science Education" and "NSTA Position Statement: Multicultural Science Education"; (17) "Multicultural Classrooms, Monocultural Teachers" (Terry Dean); (18) "Multicultural Education Mathematics Is a Great Place to Start" (Bill Collins); (19) "Let's Teach Our Common Heritage" (Anthony Cortese); (20) "1492-1992 The Columbian Quincentenary: An Educational Opportunity" (National Council for the Social Studies); (21) "Multicultural Assessment" (Jose S. Sanchez; Ed Yanson); (22) "Bilingual Education: Educating the Global Villager" (Carmen A. Vazqueztell; Ximena E. Zate); (23) "Experiencing Other Cultures through Fiction" and "Multicultural Fiction: List of Books for Secondary Students" (Judity Gray); (24) "Foreign Language Instruction: Keystone to Multiculutral Education" (Sophie Jeffries); and (25) "Multicultural Art Education: Many Views, One Reality" (Patricia Barbanell). (LBG)

ED 355 142 SO 022 878

Model Learner Outcomes for Youth Community Service.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Community Responsibility; *Community Services; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Learning Activities; State Programs; *Student Educational Objectives; Youth Opportunities; *Youth Programs
IDENTIFIERS- *Minnesota; Model Learner Outcomes

This publication defines "service learning" as an instructional strategy in which students are involved in experiential education in real-life settings and where they apply academic knowledge and previous experience to meet real community needs. The publication is intended for persons who are interested in enriching learning through community service. The centerpiece of the publication is a section that identifies the goals of this Minnesota program and lists individual service learning outcomes. One of the three program goals states that learners should understand the cause-and-effect relationship between human behavior, attitudes and their environment by providing community service through "doing." Model learner outcomes associated with this goal and the others are put forth as examples to aid local school districts in implementing the program. The other sections of the guide present the mission, values, philosophy, and goals of education, provide definitions, and present ideas for integrating youth community service learning into the curriculum. Ten appendices feature resources, legislation, and articles concerning youth service. A lengthy list of references also is included. (DB) including a list of characters, opening and closing statements by the prosecution and defense, and the examination of witnesses. At the conclusion of the presentation of the case, a previously selected jury of students is asked to reach a verdict based upon a set of included instructions. (LBG)

ED 355 162 SO 023 026

Toh, Swee-Hin; And Others
Building a Peace Education Program: Critical Reflections on the Notre Dame University Experience in the Philippines. Peace Education Miniprints No. 38.
PUB DATE- Nov 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Futures (of Society); Higher Education; *International Education; *Peace; Program Development; Program Evaluation
IDENTIFIERS- *Notre Dame University (Philippines); *Peace Education

This paper draws upon the experiential and theoretical insights gained from 5 years of developing a peace education program at Notre Dame University in the Philippines. The critical reflections on that experience encompass the processes, relationships, and structures embodied in the program, and its achievements, constraints, difficulties, and prospects for the future. The personal, social, political, and cultural forces and influences underpinning the formation and evolution of the program also are explored. It is hoped that a case study of peace education in the Philippine context, which is burdened by such deep crises of conflict, violence, and human suffering, may yield meaningful answers and questions for enhancing the craft and struggle of educating for peace, justice, and compassion. (Contains 30 references.) (Author/LBG)

ED 355 163 SO 023 028

Bjerstedt, Ake
The Peace Education Commission: Some Notes on Policy and Publication Activities. Peace Education Miniprints No. 40.
PUB DATE- Jan 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *International Programs; *International Relations; *Peace
IDENTIFIERS- *Peace Education

The Peace Education Commission (PEC) is a subgroup of the International Peace Research Association, established to facilitate international cooperation among individuals interested in peace education and research related to peace education. This brief report gives some information on this group and its history, focusing especially on the period 1990-1992. Lists of the peace education reports and miniprints published by the PEC during the period are included. (Author/LBG)

ED 355 164 SO 023 062

Ellington, Lucien

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Creative Activities; *Dance Education; Early Childhood Education; Elementary Secondary Education; Higher Education; *Learning Strategies; Lesson Plans; *Movement Education; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Creative Dance

This publication presents ideas and educational activities that will assist teachers of creative dance with lesson planning. The volume is organized into three parts. Part 1--Theory consists of six chapters: (1) What Is Creative Dance: The Elements of Dance; (2) Why Learn Creative Dance: Learning Outcomes; (3) Where Is Creative Dance Taught: Places and Spaces; (4) When Is Creative Dance Taught: Times and Lengths of Lessons; (5) Who Experiences Creative Dance: Age Groupings, Developmental Stages, Special Populations; and (6) How Are Creative Dance Classes Structured: Starting Out, Planning Lessons, Helpful Hints, Performances. Part 2--Method includes two chapters on classroom techniques (Warming Up: Quick Warm-ups, Exercises; and Dance Technique) and a subsection--Exploring the Elements of Dance: Ideas and Lessons. Chapters 9-14 explore space, i.e., place, level, size, direction, pathway, and focus; chapters 15 and 16 discuss time, i.e., speed and rhythm. Chapters 17-19 cover force, i.e., energy, weight, and flow. Chapters 20-23 on the body deal with body parts, body shapes, relationships, and balance. Chapters 24-26 on movement cover locomotor movement, nonlocomotor movement, and cooling down. Chapter 27 provides additional lesson plans. Part 3 consists of eight appendices: (1) Assessment; (2) Teaching Academic Curriculum through the Kinesthetic Intelligence; (3) Exploring the Arts through Dance; (4) Props; (5) Accompaniment for Dance Classes; (6) Instrumental and Activity Music List; (7) Selection of Videos for Dance History; and (8) Bibliography (47 citations). (LL)

ED 355 183 SP 034 207

Gardner, William E.
Schooling in the Information Age: Old Academic Goals in New Societal Contexts.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; *Access to Education; Critical Thinking; *Educational Environment; Educational Principles; Elementary Secondary Education; Equal Education; *Global Approach; *Information Technology; *Role of Education; *Thinking Skills

Information has become society's chief resource; and in the emerging information age, those who have access to it become more powerful and successful than those who do not. The information age, characterized by the rise of a transnational economic organization and the enhanced importance of information, raises important issues, within the context of schooling, about content, access, and control. The information age places a high premium on the ability to manipulate the symbols needed to master modern technologies and the ability to identify and solve problems. Consequently, in the context of schooling, it becomes necessary to emphasize the teaching of critical thinking skills. Additionally, the information age middle-class, Caucasian, women professors and teacher educators in their 40s, in a dialogue between the two. The paper discusses the complex role of women's values, relations, multiple identities, and political imperatives and their effects on educational research to improve students' educational opportunities. It examines how the issues of choice, opportunity, equal access, and equity can limit visions of what teacher research might address and enact within agendas for school reform and change, by defining them only in relation to already established male structures and practices. The paper argues that teacher research should question how roles as teachers, students, parents, or administrators are socially constructed in multiple ways, some of which involve gender. The paper concludes that such points of understanding as gender, class, race, or age are all in dynamic relationship to each other, to changing frameworks for work and life, and to the journey toward the "freedom of inclusion." (Contains 25 references.) (JDD)

ED 355 200 SP 034 318

Stedman, Donald; And Others
Teacher Education Program Review, Part I.
PUB DATE- Nov 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; Master Plans; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Schools of Education; *State Standards; Statewide Planning; *Teacher Education Programs; Universities
IDENTIFIERS- *Florida; *State University System of Florida

This program review examined the Colleges of Education in six of Florida's nine State University System (SUS) universities. The review was designed to assess the strength and effectiveness of the colleges and their teacher preparation programs, to evaluate the extent to which the colleges were meeting the objectives of university-wide planning, and to develop recommendations and plans of action that would strengthen teacher education and the public schools of Florida. The review involved joint activities and materials of the National Council for Accreditation of Teacher Education, the SUS of Florida, and the Florida Department of Education. Ten recommendations are made to the SUS, focusing on such areas as academic programs, teacher certification programs, master plan goals, and preparation for national accreditation. Institutional reports are then provided for the University of Florida, Florida State University, University of South Florida, Florida Atlantic University, University of Central Florida, and University of North Florida. The institutional reports provide general findings and recommendations, followed by descriptions and concerns in specific areas such as faculty, students, resources, governance, curriculum, and relationship to the world of practice. Appendices contain a curriculum vita for the lead consultant, administrative items, a 1989 progress report on master plan goals for teacher education, and a glossary. (JDD)

ED 355 201 SP 034 319

Sultana, Qaisar; Wirtz, Paul

Education; Elementary Secondary Education; Error Correction; *Evaluation Criteria; *Evaluation Methods; Feedback; Foreign Countries; *French; *Language Tests; Second Language Instruction; *Student Evaluation; Student Records; *Test Construction; Test Items
IDENTIFIERS- *Alberta

The guide is designed as a reference to student evaluation for teachers of Alberta's new French second language curriculum. It provides a suggested philosophy of student evaluation and evaluation techniques consistent with the curriculum. It is presented in its entirety in both English and French. An initial discussion of the purpose of evaluation defines evaluation, examines its rationale, presents two guiding principles, and describes in greater detail the practical application of those principles. Two subsequent sections look at specific student evaluation techniques for (1) ongoing classroom practices, including observation, error correction, comprehension/verification, and reflection/feedback, and (2) evaluation of an integrated unit or educational project. A chapter is devoted to reporting student progress, with suggestions for design of both open- and closed-ended questions and discussion of progress and achievement tests. Appended materials include a sample test, checklists for creating an integrated test, and examples of communicative test items and evaluation grids based on the guide, in French and English. (MSE)

ED 354 765 FL 020 970

Caouette, Lisa
French as a Second Language. Teacher Resource Manual: Early Childhood Services-Grade 12 = Francais langue seconde: guide d'enseignement de la maternelle a la 12e annee.
PUB DATE- 92
NOTE- 512p.
LANGUAGE- English; French
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Class Activities; *Classroom Techniques; *Course Organization; *Curriculum Design; Early Childhood Education; Educational Strategies; Educational Technology; Elementary Secondary Education; Enrichment Activities; Foreign Countries; *French; *Instructional Materials; Lesson Plans; Remedial Instruction; *Resource Materials; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Alberta; Authentic Materials

This reference guide provides Alberta (Canada) teachers of French as a Second Language with instructional ideas and teaching methods. The guide outlines features of Alberta's new French curriculum, describes pedagogical principles behind the program's philosophy, and proposes a methodology for instructional planning consistent with the curriculum. The first section chronicles the evolution of second language teaching, and the second defines the main features of a multidimensional curriculum. Section 3 details the areas on which this curriculum focuses: communication processes, culture, linguistic knowledge, and general language knowledge. The fourth section discusses instructional methodology, including basic pedagogical principles, teacher and student roles, and phases of the teaching process (preparatory, experience, reflection, reinvestment, evaluation). Section 5 controlled writing, translation tests as measures for assessing comprehension of functions in written discourse, and teaching functions in conversation. Results have implications for ESL instruction in Iran, but instructional practice should be tailored to the students' needs. Many high school and college students have limited occasion to use functional language and are not motivated to learn it. However, other learners of English would benefit from functional language instruction. These include translators, translation students, professors and the clergy; in fact, the clergy and the revolutionary young generation comprise the main group of Iranian English learners. Writers of ESL instructional materials should prepare texts containing educated discourse that is relevant to students' subject areas and geared to their proficiency level; this may mean simplification. Iranian English learners badly need appropriate authentic texts, workbooks, and audio-visual materials in which persuasive discourse is taught for the academic, not conversational, context and from which cultural bias is removed. Teaching guides to accompany the materials are essential. (Contains 12 references.) (MSE)

ED 354 784 FL 021 011

Red, David L.
New Script, New Language--Learning To Read Hindi.
PUB DATE- Dec 92
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 1-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Hindi; Non Roman Scripts; *Reading Skills; *Second Language Instruction; *Second Language Learning; Second Languages; *Teaching Methods; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- Foreign Service Institute VA

This paper assesses reading theory and its applications for methodology in second language reading. The investigation focuses on how the methodology recommended for teaching the commonly taught languages informs the teaching of a language such as Hindi. To accomplish this assessment, a teacher of Hindi at the U.S. State Department's Foreign Service Institute designed a case study to investigate a method of instruction for reading Hindi, and, with the cooperation and collaboration of the two students in his class, carried out the instruction. Following a brief discussion of the Hindi language and a review of the literature, the paper summarizes the results of the case study, which encompassed script introduction, reading aloud, reading authentic/non-authentic material and vocabulary development. It is concluded that studies such as this one, while they can yield only tentative results, can still be helpful for showing directions for more classroom and experimental research both at the Foreign Service Institute and in academia. (KM)

ED 354 785 FL 021 015

Stavy, Ruth; Wax, Naomi
Language and Children's Conceptions of Plants as Living Things.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).

Civil, Jean
Managing Student Services.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Comparative Analysis; Confidentiality; *Counseling Services; Foreign Countries; Higher Education; Research; *School Policy; School Surveys; *Staff Development; Staff Role; *Student Personnel Services; Student Welfare; *Tutors
IDENTIFIERS- *United Kingdom

This report examines student services within British institutions of higher education and provides six case studies of institutions that have developed approaches to the management of their student services. It includes the findings of a national survey of 100 colleges of further education (66 percent responded) that investigated a variety of management practices affecting student services. The selection of questions for the survey was influenced by considerations related to the Education Reform Act, college structures, the staffing of services and training of staff, personal tutors and their service roles; kinds of issues and concerns presented by students; the marketing of services, the availability of preventive services, and issues of confidentiality. Among the findings were that most of the colleges did not have a policy regarding student services, that the primary responsibility for student services is held mainly by department heads, and that the marketing of these services varies among schools. Also it is revealed that the personal tutors, who are considered key figures in student services, had roles that were often ambiguous to all concerned, including the tutors themselves. It is suggested that a regular measuring, implementing, and updating of the training methods of staff is essential for the growth and effective management of student services. Case studies were contributed by principle/senior managers and student counselors from the following schools in England: (1) Wirral Metropolitan College; (2) Southgate College; (3) Solihull College of Technology; (4) City College, Liverpool; (5) Acton College; and (6) Walsall College of Technology. The appendix contains the survey questionnaire. (GLR)

ED 354 804 HE 026 223

Sawchuk, Mariette T., Ed.
The Role of Faculty Development in Multicultural Education. Celebrating Cultural Diversity in Higher Education Series.
PUB DATE- 92
NOTE- 43p.; For a related document, see HE 026 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Cultural Differences; *Cultural Pluralism; *Faculty Development; Grants; Higher Education; Liberal Arts; *Multicultural Education; Program Descriptions; Staff Development; Teacher Role; Workshops
IDENTIFIERS- *Mount Saint Marys College CA

This monograph examines the process of initiating a faculty and

This section also includes a partnership profile survey to be completed by institutions participating in the agenda. (JB)

ED 354 822 HE 026 242

Heaslip, Penny
Creating the Thinking Practitioner: Critical Thinking in Clinical Practice.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Teaching (Health Professions); *Critical Thinking; Foreign Countries; Higher Education; Notetaking; Nurses; Nursing; *Nursing Education; Problem Solving; Thinking Skills; *Writing Processes; Writing Skills
IDENTIFIERS- British Columbia; *Nursing Students

This essay looks at training nurses in British Columbia (Canada) to be critical thinkers through the use of nurses' narrative notes of patient care. The paper argues that the registered nurse can use the Nursing Process, a nursing problem solving framework that relies on the nurse's ability to think logically, to critically reflect on care provided and to ensure safe practice. The Process is a five-step thinking framework based on a nursing assessment of patient needs in which subjective and objective data are collected. The data are analyzed, the problem is identified, and plans are created for resolution of the problem. The validity of the goals and the outcomes of the interventions are evaluated in the final step of the process. Each phase should be reflected in the patient care record. Teaching strategies that promote critical thinking skills in nursing students can be designed also as a means to promote self-evaluation. Analytic writing exercises based on the narrative nursing notes written by the student are used to facilitate independent learning. Students who are given opportunities to reflect on the nursing notes they have recorded can begin to recognize the imperfections in their thought processes and eventually to become independent critical thinkers capable of assuring the provision of safe, quality patient care. (JB)

ED 354 823 HE 026 243

Holdaway, Edward A.; And Others
Program Reviews: Practices and Lessons.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); College Outcomes Assessment; Cost Effectiveness; *Educational Assessment; Educational Facilities; *Educational Quality; Foreign Countries; Formative Evaluation; Higher Education; *Institutional Evaluation; Mission Statements; Models; *Program Evaluation; Program Improvement; Resource Allocation; Review (Reexamination); Universities
IDENTIFIERS- *Canada; *University of Alberta (Canada)

From 1980 to 1991, the University of Alberta undertook systematic reviews of all its academic and support units mostly for program improvement purposes, but also to acquire information

NOTE- 73p.; For other titles in this series, see ED 334 880-885, ED 343 519 and HE 026 260-263.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Freshmen; Freshman Composition; Higher Education; Learning Disabilities; Peer Teaching; Student Development; Study Skills; Tutoring; Undergraduate Study; Writing Across the Curriculum; *Writing Instruction; Writing Skills
IDENTIFIERS- *Freshman Seminars

This monograph explores the ways in which first-year college students can benefit from writing and offers concrete, practical suggestions for implementing writing in freshman seminar courses. Chapter 1, "Why Use Writing in a Freshman Seminar?" builds on the notion that writing is a process of discovery. Chapter 2, "Write it More Than Once: The Benefits of a Process Approach," identifies the stages of the writing process, and offers techniques for responding and grading with a focus on how to provide useful feedback and yet streamline work as an instructor. Chapter 3, "Building Successful Peer Groups in Writing" provides ideas for planning, organizing, and monitoring peer-group review of student writing. Chapter 4, "Writing and Study Skills Development" includes descriptions of activities to be incorporated into study skills instruction. Chapter 5, "The Writing Process and Individual Needs of First-Year Students" focuses on the value of conferences and individualized assistance for students with learning disabilities. Chapter 6, "Diversity in Language and Writing" considers the relationship between variety in English and developing writing skills. The appendix offers practical suggestions for in-class and out-of-class writing assignments in various topic areas. Each chapter offers references. (JB)

ED 354 842 HE 026 263

Barefoot, Betsy O.; Fidler, Paul P.
National Survey of Freshman Seminar Programming, 1991. Helping First Year College Students Climb the Academic Ladder. The Freshman Year Experience: Monograph Series Number 10.
PUB DATE- 92
NOTE- 108p.; For other titles in this series, see ED 334 880-885, ED 343 519 and HE 026 261-262.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Course Content; Course Objectives; Higher Education; *Introductory Courses; National Surveys; Required Courses; School Orientation; *Seminars; Study Skills; Undergraduate Study
IDENTIFIERS- *Freshman Seminars

A national survey was conducted which examined the scope of freshman seminar programming, the characteristics of these seminars, and the variance between different types of freshman seminars with respect to their goals, topics addressed, and other characteristics. The study surveyed 2,460 regionally-accredited colleges and universities of whom 1,064 responded. Of these, 696 indicated that their institution currently offers a course called a freshman seminar or colloquium. An additional 58 respondents planned to offer such a seminar in the 1992-93 academic year. The survey revealed that the most common

Computer Networks; Industry; Long Range Planning; Productivity; Research and Development; *Science and Society; *Technological Advancement; Technology; *Telecommunications
IDENTIFIERS- *High Performance Computing and Common Program

This report offers advice on the strengths and weaknesses of the High Performance Computing and Communications (HPCC) initiative, one of five presidential initiatives launched in 1992 and coordinated by the Federal Coordinating Council for Science, Engineering, and Technology. The HPCC program has the following objectives: (1) to extend U.S. technological leadership in high performance computing and communications; (2) to provide wide dissemination and application of the technologies; and (3) to spur gains in U.S. productivity and industrial competitiveness. Because of the importance of the HPCC initiative to the national well-being, the President's Council of Advisors in Science and Technology (PCAST) established a special panel to advise PCAST on the strengths and weaknesses of the program. The Panel's observations and recommendations relating to four central issues: the program strategy; balance among technology, applications, and infrastructure; program management; and program vision make up the main body of this report. (ALF)

ED 354 861 IR 015 950

Powell, Gary C.
In Search of New Ideas, Research Findings, and Emerging Technologies? Here's Where To Find Them.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems (ADCIS) International Conference (34th, Norfolk, VA, November 8-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Conferences; Consultation Programs; Educational Technology; Graduate Study; Higher Education; Industrial Training; *Instructional Development; Internship Programs; *Online Systems; Publications; Research Reports; School Business Relationship

There are many avenues available to computer-assisted instruction (CAI) practitioners and developers in search of access to new ideas, research findings, and emerging technologies that will assist them in developing CAI products. Seven such avenues are described in detail: (1) graduate student interns, who bring unique insights, theory, and current research to corporate organizations; (2) industry publications and trade journals, which present research findings and reports on emerging technologies; (3) industry/trade conferences, which provide a chance to network with peers; (4) direct university education (i.e., graduate level courses) in computer-based training, computer uses in education, artificial intelligence, video production, computer graphics and animation, instructional design, human factors, adult education, cognitive psychology, and programming; (5) professional consultants, who have a broad perspective on CAI techniques, methods, and technologies that other organizations are using; (6) library research; and (7) affiliations with universities. Each of these options is briefly discussed in this paper, and it is concluded that, while some require more effort than others, one cannot go wrong with any of them. (ALF)

Bingaman were followed by an address by Diane Ravitch, Assistant Secretary of Education from the Office of Educational Research and Improvement, who reviewed uses of telecommunications technology in education and introduced the proposed SMARTLINE computer interactive information service that can be a beginning of a comprehensive distance learning system. Additional testimony about the use of educational telecommunications technology was provided by the following persons: (1) Kay Abernathy, Beaumont Independent School Boards Association, Texas; (2) Celia Ayala, Los Angeles, California County Office of Education; (3) Jack Clifford, Colony Communications, Inc.; (4) John Kuglin, Cold Springs Elementary School, Missoula, Montana; (5) Harry R. Miller, United States Distance Learning Association; (6) David Morgan, San Marcos Telephone Company; (7) Mabel P. Phifer, Black College Satellite Network (BCSN) and the Central Educational Telecommunications Network (CETN), Washington, D.C.; (8) Linda G. Roberts, Office of Technology Assessment; (9) Clyde Sakamoto, Maui Community College, Kahului, Hawaii; (10) Ron Schoenherr, South Carolina Educational Television Commission; (11) Carter Ward, Missouri School Boards Association; (12) Shelly Weinstein, National Education Telecommunications Organization/Educational Satellite Corporation; and (13) Pat Wright, TCI Educational Services, Englewood, Colorado. An appendix contains prepared statements and additional commentary by other interested parties. (SLD)

ED 354 881   IR 016 011

Goldman-Segall, Ricki
Thick Descriptions: A Language for Articulating Ethnographic Media Technology.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Definitions; *Ethnography; Film Production; Films; *Hypermedia; *Observation; *Qualitative Research; *Videodisks; Videotape Cassettes; Visual Perception
IDENTIFIERS- *Thick Description Method

"Thick descriptions" are descriptions that are layered enough to draw conclusions and uncover the intentions of a given act, event, or process. In a video environment, thick descriptions are images, gestures, or sequences that convey meaning. Neither the quantity nor the resolution of the images makes the descriptions thick. Thickness is created by the ability of the visual description to transmit what is really being 'said.' In a video or videodisc environment, thick descriptions provide a way to articulate the meaning of what is seen and help come to terms with one of the problems of observational research, the fact that it tends to resist any kind of systematic evaluation and, like all interpretive approaches, it is "imprisoned in its own immediacy or detail." The phrase, coined by Gilbert Ryle, has been explored by Clifford Geertz in interpretive studies of culture. In ethnographic filmmaking, thick descriptions result not only from what has been recorded and edited, but from what has not been selected. In ethnography, the task of building a theoretical framework is to make thick descriptions possible in order to generalize within the particular event. Thick descriptions could be integrated within interactive hypermedia.

carousels and rewinding operations and machines. A preliminary planning chart showing service aspects to be considered, a chart of the first-floor layout of loading dock operations and equipment that moves materials throughout the building, and a chart of the layout of turn-around operations accompany the description. Background on the library's history and funding and a summary of renovation or building projects undertaken by 21 other NLS regional libraries over the past several years are also presented. (KRN)

ED 354 900 IR 054 405

McCluskey, Murton L.
National Library Service Needs Assessment and Surveys Conducted on the Blackfeet & Rocky Boys Reservations, Montana. Report.
PUB DATE- 92
NOTE- 75p.; Some pages have faint, broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Reservations; *American Indians; *Disabilities; Evaluation Methods; Evaluation Problems; *Library Services; Questionnaires; *Talking Books; User Needs (Information); Users (Information); Use Studies
IDENTIFIERS- Blackfeet Indian Reservation; *Montana; National Library Services for the Blind; *Native Americans; Rocky Boy Reservation MT

The purpose of this study was to assess the need for talking book services by blind or physically handicapped Native Americans residing on reservations in Montana. The Blackfeet Reservation, with a Native American population of approximately 7,000, and the Rocky Boy Reservation, with a Native American population of 2,400, were selected for the study. One questionnaire was developed for users, to determine if they were or had used the talking book services and if the services were adequate. A second questionnaire was designed for nonusers, to determine if they had heard of the talking books service and what the National Library Service could do to promote the service. Directors and administrators of various agencies serving the target populations were also polled to determine their knowledge of the talking books service. The results of each survey are reported separately for each reservation. Recommendations for conducting similar studies at other reservations are offered. A letter to tribe and program directors, project publicity pieces, a list of contacts, survey directions, copies of the three surveys, and a 12-page description of Montana's Indians are appended. (Contains 26 references.) (KRN)

ED 354 901 IR 054 406

Augusto, Carl R.
Reflections of a Lifetime Reader.
PUB DATE- Sep 92
NOTE- 14p.; Address delivered to the Conference of Librarians Serving Blind and Physically Handicapped Individuals (Baltimore, MD, May 4, 1992). For an earlier document in this series, see ED 331 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 354 920 IR 054 506

Potter, Linda L.
A Study of the Hugh A. Glauser School of Music Library.
PUB DATE- Dec 92
NOTE- 61p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Libraries; College Students; Evaluation Methods; Higher Education; Library Collections; Library Facilities; *Library Materials; Library Technical Processes; *Music; Musicians; *Nonprint Media; Student Attitudes; Surveys; Teacher Attitudes; User Needs (Information; Users (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS- *Kent State University OH; *Music Libraries; Student Surveys; Teacher Surveys

A study was conducted of the facilities, collection, and services of the Hugh A. Glauser School of Music Library at Kent State University (Ohio). A survey of 130 students (response rate of about 32.5 percent) identified users of the library, how they use it, and the extent to which the library meets users' needs. Overall, 73 percent of the respondents were satisfied with the Glauser Library, although many suggestions were made for improvement in terms of the building and facilities, equipment, collection, and staff. A survey of 19 faculty members (response rate of 21.1 percent) indicated that 68 percent are satisfied with the system for handling reserve books, but all felt that there was room for improvement and suggestions were made accordingly. The collection of the library was evaluated using two books that give lists of recommended works for the music library. The collection of the Glauser Library contains 74 percent of the materials recommended by these authorities. Nine tables present study findings. Two appendixes contain the student and faculty surveys. (Contains 14 references.) (SLD)

ED 354 921 IR 054 507

Pettit, Doris
A Study To Determine How Public Libraries Serve Reluctant Readers in Ohio.
PUB DATE- Sep 92
NOTE- 33p.; Master's Research Paper, Kent State University. Faint type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Libraries; *High Interest Low Vocabulary Books; Librarians; Library Material Selection; *Library Services; Library Surveys; Mail Surveys; *Public Libraries; Questionnaires; Readability; Reading Difficulties; Reading Interests; *Reading Materials; Remedial Reading
IDENTIFIERS- *Ohio; *Reluctant Readers

Librarians often note the lack of guidance for collecting high interest low reading level materials for the reluctant reader. To assist public libraries in Ohio to serve reluctant readers more effectively, a survey was conducted to determine the problems of recommending reading materials for reluctant readers and the problems of buying books for reluctant readers. Data were collected through a questionnaire sent to young adult

of the college's Enlace program, a combination of instructional, counseling and tutorial services designed to help Chicano/Latino students successfully complete the cognitive core areas of general/transfer education. The core areas/courses in the Enlace program include Basic Writing (English 330/104), College Composition (English 1A), Algebra (Math 12 and 13) and Natural Science 10A. The survey focused on outcomes of 136 Hispanic Enlace students enrolled in core courses in fall 1992 and defined success as the receipt of a grade of "A," "B," or "C" or credit. Results of the survey included the following: (1) the overall success rate for Enlace students was 65%, while all other Hispanic students had a success rate of 49%; (2) Hispanic Enlace students in English 330 had a success rate of 80%, higher than all other Hispanics (53%) and all other English 330 students (62%); (3) the success rate of 72% for Enlace students in English 104 compared favorably to the rate of 54% for other Hispanic students and 60% for all other students; (4) Enlace students in English 1A also had a higher success rate (76%) than all other Hispanics (58%) and all other students (64%); (5) while Enlace students performed better than other Hispanics in Math 12 (47% compared to 35%), they did not perform as well as all other students, who registered a 52% success rate; and (6) in Natural Science 10A, Enlace students had a 56% success rate, compared to 34% for all other Hispanics and 39% for all other students. A brief description of the program is given and data tables are included. (MAB)

ED 354 937 JC 930 106

Kangas, Jon
Evergreen Valley College Matriculation Aide Intervention Evaluation: Success Rates of Fall 1992 Sections Using a Matriculation Aide Compared to Non-Intervention Sections for the Same Semester and Two Previous Semesters, English 321, 322, 330, and Math 12. Research Report #408.
PUB DATE- 2 Feb 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College English; College Mathematics; Community Colleges; Comparative Analysis; Grades (Scholastic); *Outcomes of Education; *Performance; Program Evaluation; *Teaching Assistants; Teaching Methods; *Tutorial Programs; *Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- Evergreen Valley College CA; *Matriculation Aides

In fall 1992, a study was performed at Evergreen Valley College, in San Jose, California, to determine whether the presence of full-time instructional aides and part-time matriculation aides in four specific courses (English 321, 322, 330, and Math 12) led to increases in student success. Success was defined as receipt of a grade of "A," "B," or "C," or credit, and data were gathered by comparing outcomes of students in course sections with aides to those without aides. Results of the study include the following: (1) in 82% of the comparisons, the sections with aides had higher success rates than those without; (2) very high success rates in sections of English 321 using a full-time instructional aide suggests that instructional aides may be more effective than matriculation aides for English 321 students; (3) while the success rate of non-intervention English 322 students groups was 50%, 56% and 65%, students in the intervention section had a success rate of

Olson, Margot A.; And Others
Attitudes toward Videodisc Technology in the Dallas County Community College District.
PUB DATE- Mar 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Community Colleges; Comparative Analysis; Educational Media; *Educational Technology; *Humanities Instruction; Instructional Materials; *Interactive Video; School Surveys; Slides; *Student Attitudes; *Teacher Attitudes; Teaching Methods; Two Year Colleges; *Videodisks
IDENTIFIERS- *Dallas County Community College District TX

A study was conducted in the Dallas County Community College District (DCCCD) in Texas to investigate the attitudes of students and professors toward the use of interactive videodisc technology in the classroom. In contrast to a videotape which must be wound and rewound to find a particular segment, videodisc technology allows the instructor to retrieve any of thousands of visual images or motion sequences in less than 5 seconds. With a computer acting as a controller, images can be sorted and sequenced to play in whatever order is needed to illustrate a concept, an example, or point. Faculty perceptions were assessed at a 1-day convocation of DCCCD professional staff, during which interested faculty were able to attend a discussion and demonstration of videodisc technology by a humanities and a history professor. Student preferences for particular instructional formats were determined by surveying history students at the beginning and end of the semester. In addition, student and faculty reactions to a videodisc presentation on the life and works of Vincent Van Gogh were assessed, particularly in comparison with a slide presentation on the works of Monet. Study findings included the following: (1) 84% of the 15 faculty respondents thought that the humanities videodisc system looked easy to use; however, only 26% felt that the system was affordable, and only 40% signed up to pursue the use of the videodisc system as an instructional strategy; (2) "listening to lectures with illustrated visuals" was consistently ranked as the preferred instructional method by the history students, while "researching and writing on an assigned topic," "researching and writing on a topic of choice," and "reading comprehensive textbooks" were the least favorite; (3) reactions of humanities students and professors to the videodisc presentation were overwhelmingly positive, especially with respect to the provision of interesting and varied materials; and (4) humanities students rated the videodisc presentation higher than the slide presentation on all 13 survey items. Data tables and the survey instruments are included. (PAA)

ED 354 954 JC 930 124

Morris, Bill, Ed.
Scintillating Suggestions for Involving Students. The Faculty Handbook for Student Involvement.
PUB DATE- 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

education designed for out-of-school youth and adults between the ages of 16 and 25. Part 4 addresses five issues that have been the subject of debate in France since the 1980's: (1) the question of whether the educational institution or the employer should have control over initial professional training; (2) the capacity of businesses to accommodate interested students; (3) the ability of business to take charge of initial training; (4) the question of extending alternative education to all educational levels; and (5) the need to impose coherence on the various existing models of alternative education. Finally, part 5 discusses two major issues: the development of partnerships between school and business, and the validation of professional education as a means of raising the educational level of the population as a whole and meeting the needs of industry. Charts illustrating changes in the French educational system are included. (AC)

ED 354 970   JC 930 144

Comparative Financial Statistics for Pennsylvania Community Colleges. Maury Overholt Report.
PUB DATE- 93
NOTE- 107p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania

Compiled to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, this report contains financial and historical data for the 14 colleges in the state for fiscal years (FYs) 1984-85 to 1993-94. Section I examines reimbursement requests for 1991-92 in terms of enrollments, operating reimbursements for operating and stipend expenses, and capital reimbursements for capital, rentals, and debt service. Section II provides 1992-93 rebudget request data for such items as enrollments, operating net reimbursable costs, state reimbursements, and capital deferred and non-deferred items, while section III presents 1993-94 budget requests for these same categories. Section IV presents historical systemwide data for FYs 1984-85 to 1993-94, including full-time equivalent enrollments, state reimbursement of operating and capital costs, comparisons of net and gross costs, and capital reimbursement requested versus capital reimbursed. Section V provides similar data by individual college, and also includes stipend enrollments by category for FYs 1984-85 to 1993-94 and state reimbursements for operating with stipend reimbursement as a percentage of the total for FYs 1984-85 to 1993-94. Section VI presents data on operating expenditures by source and by category, book value and replacement value by college, fund balances, scholarship expenditures and interest for FY 1991-92. The final section presents data on community college capital projects financed through a local authority or bank and through the state public school building authority. (BCY)

ED 354 971   JC 930 145

Hart, Cathy; Boehm, Barbara

DESCRIPTORS- *Class Activities; *Community Support; Educational Environment; Foreign Countries; Inservice Teacher Education; Parent Participation; *Physical Environment; *Preschool Education; *Program Administration; Program Descriptions; *Symbolic Language; Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Italy (Reggio Emilia)

An internationally acclaimed program that challenges American notions of appropriate early education is the municipal early childhood program in Reggio Emilia, Italy. The town's liberal financial support of child care and citizen membership in school committees indicate strong community support. Parents are involved in school policy discussions, child development concerns, and curriculum planning. The administration of the early childhood program consists of a head administrator, team leaders, and teachers. There is no hierarchical relationship among teachers. Teacher in-service education is provided through extensive staff development opportunities. The organization of the physical environment of the school is crucial to the program. Spaces are designed so that classrooms are integrated with the school and schools with the surrounding community. Class activities include projects that teachers work on with small groups of children. Project topics are chosen based on teacher observations of children's play, or teachers' or parents' academic curiosity. As they proceed in their investigation of a topic, children are encouraged to depict their understanding through drawing, sculpture, dramatic play, and writing. Several characteristics of the Reggio Emilia approach that challenge American conceptions of developmentally appropriate practice include teachers' beliefs in the importance of being confused as a contributor to learning and the importance of children's ability to negotiate in peer groups. (Contains nine references.) (BC)

ED 354 989 PS 021 018

Neitzey, Sharon C.
Implementing a Training Workshop To Improve Parent Use of Appropriate Home Activities with Kindergarten Children.
PUB DATE- May 92
NOTE- 104p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Critical Thinking; *Educational Strategies; Kindergarten; *Kindergarten Children; Language Acquisition; *Learning Activities; Mathematics Education; Needs Assessment; *Parent Education; Parent Role; *Parents as Teachers; Primary Education; Program Development; Program Effectiveness; *Workshops
IDENTIFIERS- Developmentally Appropriate Programs

In response to parents' expressed need for appropriate academic strategies to be used at home with their kindergarten children, a series of parent workshops were designed to explain the philosophy of developmentally appropriate practices with children and to train parents to select activities that followed the philosophy. Participating parents were asked to list the activities they shared with their children during the 12 weeks of the program. As part of the first workshop, a home activity list and home activity calendar were explained. The emphasis of the workshop was on choosing a variety of appropriate activities on the activity list, especially in the language area. Parents were shown different ways to use storybook reading effectively and various strategies to develop children's writing ability. The second workshop focused on the

(141)
DESCRIPTORS- *Attitude Change; Behavior Change; Child Caregivers; *Child Health; *Children; *Child Welfare; Foreign Countries; *Organizational Change; Organizational Development; Program Descriptions; *Staff Development; Training Methods
IDENTIFIERS- *Childrens Homes; Middle East

This report describes a 2-year effort begun in fall, 1988, to improve the child care provided at the Child Health and Development Institute, located in an unidentified Middle Eastern country. The report begins by stating eight guidelines that governed the project. Discussion then turns to the three phases of the project: (1) identifying and analyzing the problems involved; (2) preparing the staff and selecting the children who would participate in the project; and (3) getting official approval from the Ministry of Social Affairs. It was intended that the group of children and staff involved in the project would be reminiscent of an Arab family to the degree possible. As a result of the project, 6 of the 15 participating children left the institute and returned to their biological parents, an outcome that was considered "a financial gain for society." Brief descriptions of each child, and an outline of the daily routine for the children, are included. (HOD)

ED 355 009 PS 021 160

Ainley, John; Sheret, Michael
Progress through High School: A Study of Senior Secondary Schooling in New South Wales. ACER Research Monograph No. 43.
PUB DATE- 92
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attendance; *Curriculum Evaluation; Dropout Prevention; Dropouts; *Educational Assessment; Educational Environment; Foreign Countries; *High Schools; *High School Students; Instructional Effectiveness; Longitudinal Studies; Middle Schools; *School Effectiveness; School Holding Power; School Organization; Student Attitudes; *Student Characteristics; Withdrawal (Education)
IDENTIFIERS- *Australia (New South Wales)

This book provides an overview of a 4-year longitudinal study of senior secondary schooling in the government high schools of New South Wales, Australia. The study followed the progress from year 9 to year 12 of 3,000 students from 22 government secondary schools in 2 metropolitan and 2 nonmetropolitan regions. The book is divided into 10 chapters. The first three chapters discuss the background material and research literature that shaped the study and detail the methods used. Chapters 4 and 5 present an analysis of the middle secondary grades, years 9 and 10. These chapters also address issues concerned with the development of student competence, confidence, and commitment. Chapters 6 and 7 consider the transition to postcompulsory schooling and the ways in which the experience of earlier schooling is linked to staying in school beyond year 10. Chapter 8 focuses on aspects of the senior secondary years, including curriculum, attitudes, achievements, and approaches to learning. Chapter 9 examines the destinations of different groups of students after they leave high school. Chapter 10 brings together elements of the previous chapters under the theme of progress through high school. A total of 51 tables, 13 figures, and 109 references are included. (MM) complexity. This capacity to represent information controls the concepts that are acquired as a function of experience. (MM)

ED 355 029 PS 021 216

Hidalgo, Nitza M.
"i saw puerto rico once": A Review of the Literature on Puerto Rican Families and School Achievement in the United States. Report No. 12.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Acculturation; Community Organizations; Cultural Background; Cultural Traits; Elementary Secondary Education; *Ethnicity; Ethnography; Family Characteristics; *Family Influence; *Family School Relationship; *Puerto Rican Culture; *Puerto Ricans
IDENTIFIERS- Cultural Values; Hispanic American Students; *Puerto Rican History

Representing part of the first phase of a 5-year ethnographic research project, this report investigates the ways in which Puerto Rican families influence their children's school achievement. The report examines the history of Puerto Rico and the migration of Puerto Ricans to the United States. Puerto Rican community organizations, both local and national, and conditions faced by Puerto Ricans in the United States, and particularly in New York City, are described. A review of research provides a detailed examination of Puerto Rican school achievement, noting that Puerto Rican achievement in the United States has generally been considered poor when measured by standardized tests. Research on Puerto Rican cultural values, family patterns and role socialization, and acculturation is also discussed, and the ways in which these areas relate to school achievement are considered. The report concludes that the Puerto Rican sense of identity must be maintained by parents and educators. It is recommended that educators and parents work together to challenge schools to address the needs of Puerto Rican students. A list of 140 references is included. (MM)

ED 355 030 PS 021 217

Swap, Susan McAllister; Krasnow, Jean
A Saga of Irish-American Achievement: Constructing a Positive Identity. Report No. 11.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Acculturation; Community Organizations; Cultural Background; Cultural Traits; Economic Status; Elementary Secondary Education; *Ethnicity;

*Family Involvement; Information Dissemination; *Literacy Education; *Low Income Groups; Program Implementation; School Community Relationship; Self Esteem; Student Attitudes; Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- African Americans; Collaborative Research; *Family Literacy

This report describes Blalock FIRST, a 3-year collaborative research project designed to improve literacy skills of low-income, African American families living in a severely depressed urban housing project. Project implementation, and antecedents to the implementation, are described. Objectives of the project were to: (1) increase achievement in reading and mathematics of students in kindergarten through grade 7; (2) increase student attendance; (3) reduce the number of students in remedial programs; (4) increase student's self-esteem; (5) increase teacher expectations for student achievement; (6) implement the Classroom Improvement Support System project (CISS); (7) increase involvement and cooperation of students' families; and (8) increase community involvement in school activities. A narrative evaluation of the project, and a description of the ways in which project results were disseminated, are included. The report concludes with a summary and discussion of the project's impact, noting that all but one of the project objectives were achieved or partially achieved. Appendixes include charts describing programs and the implementation of objectives by year; and a list of dissemination efforts, including books, articles, media products, and conference presentations. (MM)

ED 355 049   RC 018 853

The Public Mind: Views of Pennsylvania Citizens. Smoking, Abortion, Education, Term Limits, Welfare Reform, Health Insurance, Riverboat Gambling.
PUB DATE- May 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Demography; *Educational Policy; Elementary Secondary Education; Higher Education; *Political Issues; *Public Opinion; *Public Support; Rural Education; Rural Urban Differences; *Social Problems; Telephone Surveys
IDENTIFIERS- *Pennsylvania

This report presents the annual survey of public opinion in Pennsylvania. Telephone surveys were conducted with 1,744 people whose telephone numbers were randomly selected from all listed telephone numbers. Results of the survey indicate that: (1) Pennsylvanians strongly favor mandatory birth control counseling for welfare mothers, but opinion is split on other proposals for welfare reform; (2) 88 percent of respondents support inclusion of the word "addictive" on cigarette warning labels and the majority support bans on cigarette advertising and vending machines; (3) 70 percent agree that women should have the right to choose abortion but also support specific restrictions such as informing the husband and parental notification; (4) 75 percent of respondents favor giving parents the right to choose the public school within the school district for their child to attend and the majority supports continued use of state funds to aid private colleges and universities; and (5) respondents also favor laws to provide health insurance for children under 6 years, require employers to provide employees health insurance, and limit legislators' terms. This document contains data tables and figures

IDENTIFIERS- *South America

This report provides an overview of the threats facing indigenous peoples in South America today and their efforts to resist invasion, colonization, and extermination. The first two sections outline the history of South America with regard to indigenous peoples; and the predominant features of Andean and lowland communities, religion, settlement, production, and trade. A section on international economic and political factors discusses the effects on indigenous peoples of: multinational banks and their development projects; multinational corporations involved in mining, oil production, agriculture, and cattle ranching; cocaine production; and Catholic and fundamentalist Protestant missionaries. For each South American country, a survey provides information on area, population, indigenous nations, governmental organization, legislation affecting indigenous peoples, and the major problems facing them. Final sections discuss the nature of Amerindian resistance, the structure of indigenous organizations, indigenous leadership, strategies of resistance, and suggestions as to the way in which the indigenous peoples of South America can gain the support they need for self-determination. This report contains a map locating 108 indigenous peoples and the texts of the United Nations Universal Declaration of Human Rights and the United Nations Draft Declaration of Principles for Indigenous Rights. (SV)

ED 355 069 RC 019 013

Wilson, James
Canada's Indians. Revised Edition.
PUB DATE- Mar 82
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; *American Indian History; American Indians; *Canada Natives; Civil Liberties; Colonialism; *Culture Conflict; Elementary Secondary Education; Ethnic Relations; *Federal Indian Relationship; Foreign Countries; *North American History; *Self Determination; Social Change
IDENTIFIERS- Canada

Over a half million people in Canada today are identifiably of Native ancestry, legally categorized as Inuit (Eskimos), status Indians, or nonstatus Indians. Status Indians comprise 573 bands with total membership of about 300,000 people, most of whom live on 2,242 reserves. They are the direct responsibility of the federal government and have special legal standing that provides some privileges but heavily restricts their freedom. They have high rates of poverty, unemployment, substandard housing, school dropouts, infant mortality, suicide, and tuberculosis. Nonstatus Indians (usually Metis of mixed descent), having no special privileges and frequently rejected by both White and Indian communities, are often poorer than status Indians. This report describes some of the long-term social and historical causes of the Indians' problems, the legacy of intensive European colonial expansion during the 16th-19th centuries and of Victorian policies based on the principle that the Indian should be legally and physically set apart and protected against himself and the outside world. Also examined are changes since World War II: migration of many Indians to the cities; new government educational policies; the growing number and the achievements of Indian organizations; economic development strategies; and negotiations over aboriginal procedures, extension activities, instructions for games, illustrations, and answers to questions. Additional materials include a glossary, Iowa peregrine fact sheet and illustration comparing the peregrine falcon and American kestrel (sparrow hawk), newsletter articles about the peregrine recovery program in Iowa including the reintroduction logo, and black and white illustrations to be used with the lesson material. A certificate of achievement completes the kit. (AA)

ED 355 087 SE 052 976

Sterling, Stephen R., Ed.
Annual Review of Environmental Education: 1990-91.
PUB DATE- Jan 91
NOTE- 56p.; For the 1989 report, see ED 325 351.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Core Curriculum; *Curriculum Development; *Educational Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; Government Role; International Cooperation; *Nonformal Education; *Philosophy; Postsecondary Education; Professional Training; Vocational Education
IDENTIFIERS- *British National Curriculum; *Environmental Education Research; Great Britain; United Kingdom

The purpose of this annual publication is to report, evaluate, encourage, and help guide progress in Environmental Education (EE) in the United Kingdom and to provide information on important initiatives and comparative international developments. Issues and priorities are identified with an emphasis on current EE philosophy rather than practice and methodology. In this issue, articles cover a range of topics including the following: the White Paper on the Environment, issued by the British Government, and Curriculum Guidance 7, Environmental Education, from the National Curriculum Council; global perspectives; review of 1990 achievements of British EE; EE developments in Scotland, Wales, and Northern Ireland; local authority policies; the National Curriculum; core skills; pre-service and in-service teacher education; youth service; the Bergen conference; dangers of the evangelical approach to EE; teaching about the greenhouse effect; networking in Scotland; case study of the Milton Keyes community EE program; EE information technology; the Environment, Community, Arts Network; primary school teachers and EE; EE in the Netherlands; and education for sustainable development. An "Updates and News" section contains reports on global environmental education, on recent developments regarding the 1988 European Resolution on Environmental Education, and on the Learning through Landscapes Trust. A book review section is included, and a subscription order form is attached. (MCO)

ED 355 088 SE 053 096

Environmental Education: Compendium for Energy Resources.
PUB DATE- Mar 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Energy Education; Environmental Education; *Evaluation Criteria; *Evaluation Methods; *Instructional Materials;

NOTE- 72p.; For companion volume: "Growing Greener Cities: A Tree-Planting Handbook," see SE 053 350.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Ecology; Elementary Secondary Education; Energy; Environmental Education; *Forestry; Greenhouse Effect; *Landscaping; *Learning Activities; Lesson Plans; Natural Resources; *Trees; *Urban Environment

This environmental education guide, developed by American Forests, includes five lessons created to help teachers use "Growing Greener Cities," a tree-planting handbook. The lessons are designed to teach students the role trees and forests play in cities. Lesson one begins with an introduction, several preparatory exercises to orient students to trees and the urban forest, and a set of experiential activities. Each lesson contains pertinent information, including readings from "Growing Greener Cities." Lessons two through five follow the same pattern as lesson one, without the preparatory exercise. The final lesson includes tree-planting suggestions for teachers, students, and schools. (Author/MCO)

ED 355 105 SE 053 360

E.E.C. 2000: A Study of Environmental Education Centers. Part I and Parts II & III.
PUB DATE- Jan 92
NOTE- 268p.; Parts II and III are together bound in a separate volume.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Definitions; Educational Facilities; *Educational Legislation; Educational Strategies; Elementary Secondary Education; *Environmental Education; *Facilities; *Long Range Planning; *Program Development; Research; State Legislation; State Surveys; Surveys; Tables (Data)
IDENTIFIERS- *Environmental Education Centers; Focus Group Assessment; Minnesota

This report of Environmental Education Centers (EECs) presents recommendations development of long range plans for the development and program coordination of EECs in Minnesota. The plan focuses on identifying programming needs, geographic areas to locate facilities, and capital costs for development and creation of a phased-in implementation plan. The report is divided into three parts that give detailed information about the process and recommendations from the project committee. Part 1 "Committee Discussion of Facility Type, Recommendations & Rationale" provides an interpretation of EEC types, six recommendations and rationale for legislative support for these facilities. The recommendations include: (1) state support for the development of an adequate number of EECs to serve all Minnesota citizens; (2) access to EECs as part of formal education for all students; (3) allocation of formal education program funding; (4) state funding for capital development and improvement of EEC facilities; (5) a grant program for EECs; and (6) a state maintained directory of EECs. Part 2 presents a summary of part 3 "Supporting Information." Part 3 provides a discussion of the data gathering process, analysis of environmental education surveys in Minnesota, facility focus group results, EEC inventory data, and private foundation

DESCRIPTORS- Discovery Learning; Elementary Education; Elementary School Mathematics; Elementary School Students; *Enrichment Activities; Experiential Learning; Learning Activities; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; Mathematics Instruction; *Mathematics Skills; Parent Attitudes; *Parents as Teachers; Problem Solving; Student Attitudes

IDENTIFIERS- *Hands on Experience; *National Education Goals 1990

This booklet is one in a series on different education topics intended to help parents make the most of their child's natural curiosity and become an integral part of reaching the National Education Goals as set forth by the President and governors in 1990. The book suggests ways that parents can generate interest in mathematics in children aged 5-13. Three initial sections discuss ideas parents need to consider when working with their children. Concepts discussed include the importance of mathematics, parents' and students' attitudes toward mathematics, the meaning of being a mathematics problem solver, communicating mathematics, and how to use the book. Twenty-six activities are presented that incorporate games, problem solving, and hands-on experiences to teach mathematical concepts. The activities are divided into three categories: (1) Math in the Home (e.g., money match, name that coin, treasure hunt); (2) Mathland: The Grocery Store (scan it, get into shape, weighing in); and (3) Math on the Go (e.g., license plates, number search). Topics covered in the activities include: measurement, estimation, probability, computation, fractions, data collection and representation, graphing, and geometry. Each activity includes three parts: purpose, material needed and "what to do." Appendices provide suggestions to support a positive mathematics environment in the local school, a sample from the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards," and a list of over 50 supplementary resources for parents and children. (MDH)

ED 355 123 SE 053 494

Welchman-Tischler, Rosamond
How To Use Children's Literature To Teach Mathematics.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Childrens Literature; Creative Activities; Elementary Education; Integrated Activities; *Interdisciplinary Approach; Manipulative Materials; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Problem Solving; Review (Reexamination); Teaching Methods

IDENTIFIERS- Connections (Mathematics); NCTM Curriculum and Education Standards; *Reading Mathematics Relationship

The National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards" envision an interdisciplinary approach to mathematics that allows children to communicate their ideas in the process of solving real problems. This book promotes the connection between mathematics and children's literature as part of realizing that vision. An introduction provides the rationale for this connection and describes the organization of the eight chapters of the book, the rationale for the books selected, supplementary resources, and general ideas on mathematics and children's literature. The first seven chapters present activities organized according to the following themes:

ED 355 143 SO 022 915

Shaver, James P.
Epistemology and the Education of Social Science Teachers.
PUB DATE- 92
NOTE- 27p.; Paper presented at the International Conference on Subject-Specific Teaching Methods and Teacher Education (Santiago de Compostela, Spain, July 6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Educational Objectives; *Educational Philosophy; *Educational Theories; Elementary School Teachers; Elementary Secondary Education; *Epistemology; Higher Education; Knowledge Level; Secondary School Teachers; *Social Sciences; Teacher Attitudes; Teacher Background; *Teacher Education

Epistemology traditionally has been defined as the division of philosophy that investigates the nature and origin of knowledge. More specifically, epistemology usually is said to be concerned with either the development of common bodies of knowledge or the establishment of personal knowledge. In recent years, epistemology also has come to be used to encompass how people learn coupled with the term "constructivism," it signifys learning as an active process that occurs as each person constructs his or her own portrayal of reality. This paper is concerned with the implications epistemology has for the education of social science teachers. There is a general lack of thought among educators about how what teachers bring to their teaching--for example, their frames of reference, including their beliefs about subject matter and how children learn--affects the purpose behind their teaching. Epistemology as knowledge-building and epistemology as learning are both relevant to the education of social science teachers. Research on the elements of epistemology is examined and ways in which the principles described are important to the knowledge base for social science teachers are illustrated. It is important to help social science teachers to be thoughtful about the epistemological elements in the frames of reference they bring to their teacher education programs, about the varying epistemological orientations within and across the social sciences, and about their assumptions as to how students best learn. (Contains 56 references.) (DB)

ED 355 144 SO 022 949

Kuperus, Cynthia G.
Using Interaction with Children's Literature To Positively Affect the Global and Multicultural/Multiethnic Knowledge and Attitudes of Third-Grade Students.
PUB DATE- 92
NOTE- 132p.; An action research project submitted in fulfillment of the requirements of TE 871, College of Education, Michigan State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Childrens Literature; Elementary School Students; *Ethnic Bias; Global Approach; Grade 3; *Multicultural Education; Outcomes of Education; Primary Education; Reader Text Relationship; Social Studies; *Student

Japan: Tradition and Change.
PUB DATE- 90
NOTE- 231p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Asian Studies; Economics; Elementary Secondary Education; *Foreign Countries; *Foreign Culture; Geographic Regions; Nonwestern Civilization; Physical Geography; Social Studies; World History
IDENTIFIERS- *Japan; Japanese Culture; *Japanese People; Japanese Studies

This textbook is designed to increase students' awareness of Japan. The study of Japan is worthwhile because Japan currently is and likely will continue to be one of the world's most important countries. U.S. knowledge of Japan is still quite limited compared to the level of understanding most Japanese exhibit about the United States. It is hoped that knowledge of Japan will leave the student better prepared to face an increasingly interdependent world. This book contains eight chapters: (1) Japan: An Introduction; (2) Geography of Japan; (3) Early History; (4) Modern History; (5) The Japanese Economy; (6) Japanese Institutions; (7) The Japanese People; and (8) Japan and the Future. At the end of each chapter is a list of activities and suggestions for further reading. Numerous black and white photographs appear throughout the book. (DB)

ED 355 165 SO 023 064

Henry, Mary E.
The Symbolic Order of School: Waldorf and College Prep.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 4-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Preparation; Cultural Context; *Educational Anthropology; Educational Objectives; *Educational Research; *Educational Sociology; Educational Theories; Elementary Secondary Education; Private Schools; Public Schools; *Role of Education; *Sociocultural Patterns; Teaching Methods; Values Education
IDENTIFIERS- *Waldorf Schools

Schools embody a "symbolic order" communicated through school rituals and social and symbolic relationships. Schools possess a moral vision, a system of values and norms that they wish to develop in students. This paper compares the symbolic order of two independent schools, one a traditional college preparatory school (preschool-grade 12), the other a less well known school, called a Waldorf school (nursery-grade 6). The focus was on the elementary grades, although attention also was given to the whole school program. Both schools are in a wealthy, middle-sized Southeastern community with a population of 100,000. The study utilized observations, interviews, tape recordings, videotaping lessons and events, and the study of curricular and other documents. Lessons, rituals, festivals, ceremonies, sporting events, parent and faculty meetings, open days, and other events were repeatedly observed, documented, and analyzed. In the discussion and comparison of each school, places a premium on the ability to operate from a global perspective. With regard to education, this viewpoint calls for permeating instruction in all subject areas with the global perspective. Traditionally the world's school systems have been meritocracies; access to the most prized educational experiences was reserved for the deserving elite. Teacher educators have a crucial role to play in widening access and in ensuring that students are adequately prepared to prosper in the information age. (IAH)

ED 355 184   SP 034 210

AIDS Prevention. Guidelines for Schools.
PUB DATE- Dec 88
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Involvement; *Curriculum Development; Elementary Secondary Education; *Health Education; Health Promotion; Instructional Materials; *Parent Participation; *Staff Development; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- Maryland

These instructional guidelines contain information for school systems and teachers in Maryland to assist them in preparing to deliver instruction on Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevention to students. The instruction is appropriate to the age, intellectual development, maturity, and curiosity of the students. The goal of the guidelines is to help design instruction that educates students in a systematic and consistent manner about AIDS, its modes of transmission, prevention, and social ramifications. The guidelines, developed by the Interagency Committee on AIDS Education, were prepared for Maryland public school districts. A continuing theme in the material presented is the validity of instructing students that abstinence from sexual intercourse and intravenous drug use is the best method of AIDS prevention. Another major theme is the need for parent and community involvement in curriculum development and implementation because of the controversial nature of certain aspects of AIDS education. Five major sections make up the guide: curriculum development, instructional guidelines (organized by three grade ranges--grade 3-6, 6-9, and 9-12), school staff training, parent awareness, and resources. Each set of Instructional Guidelines is entitled "Unit on Communicable Diseases Including AIDS Prevention" contains: brief goals, subgoals, instructional expectancies and a list of recommended vocabulary on communicable diseases. A copy of Maryland Prevention Bylaw mandating that all school systems implement AIDS instruction, were developed by the Interagency Committee on AIDS Education. Public Law 100-202 which references particular issues surrounding AIDS prevention is included. (IAH)

ED 355 185   SP 034 220

Brown, Lisbeth J.; Brown, Jonathan R.
Assessment of Preservice Elementary Teacher Education Practices in Parent-Teacher Conferencing.

A Comparative Study of 1985 and 1991 Teacher Education Candidates.
PUB DATE- Nov 92
NOTE- 7p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Communication Skills; Comparative Analysis; Educational Trends; *Education Majors; Elementary Secondary Education; Grade Point Average; Higher Education; Occupational Aspiration; Preservice Teacher Education; *Student Characteristics; *Student Motivation; *Writing Skills
IDENTIFIERS- Eastern Kentucky University; Preservice Teachers

This study compared 1985 and 1991 teacher education candidates on three different measures, to determine whether students entering the teaching profession today are qualitatively different from those in the past. One hundred essays written by preservice students at the College of Education at Eastern Kentucky University in 1985 and 1991 were reviewed to analyze the written communication skills of the two groups and examine their reasons for selecting the teaching profession. The grade point average for each student was also determined. Results revealed no significant differences between the two groups on their grade point average or on their writing skills. The two groups did differ on several reasons for choosing to be teachers. The 1991 group focused less often on the traditional viewpoint that teaching is a helping profession. Instead, the 1991 group stressed their concern about the future and their desire to make a difference in schools. (JDD)

ED 355 202 SP 034 326

Rieck, William A.
The Current Undergraduate Pedagogical Preparation of Secondary School Teachers.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Teacher Education; *Credits; Education Majors; Higher Education; Instruction; National Surveys; *Preservice Teacher Education; *Program Effectiveness; *Required Courses; Schools of Education; Secondary Education; *Secondary School Teachers; Student Teaching; *Teacher Education Programs; Undergraduate Study

This survey was designed to identify courses in pedagogy required of secondary education majors, credits awarded, student teaching credit and evaluation, and effectiveness of colleges and universities in preparing teachers for public schools. Responses from 310 teacher education programs accredited by the National Council for the Accreditation of Teacher Education (NCATE) for secondary education indicated the following results: (1) 50 percent or more of reporting institutions require secondary education majors to take courses in generic methods, specific methods, reading in content field, special education, and tests and measurements; (2) the most common pattern of course requirements includes a 3-credit course each describes specific strategies and classroom activities for developing aural comprehension, oral production, reading comprehension, written expression, and learning strategies, and for grouping students and using learning resources. Section 6 examines the processes of yearly planning, planning an integrated unit, and daily lesson planning. Subsequent sections look at technology in the classroom and issues in enrichment/remediation. Appended materials include reproducible worksheets and flash cards, suggestions for educational projects, a directory of sources for authentic documents, and a list of approved basic instructional materials. The manual is presented in both English and French. (MSE)

ED 354 766 FL 020 985

Littlebear, Dick
Effective Language Education Practices and Native Language Survival. Keynote Address.
PUB DATE- Jun 89
NOTE- 9p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Languages; American Indians; Cultural Differences; Educational Objectives; *Language Attitudes
IDENTIFIERS- Cheyenne (Tribe); Native Americans

The importance of Native languages to Native Americans and the effort needed to maintain them are discussed in this keynote address at the ninth Native American Language Issues Institute. It is noted that the current cultural transition has demeaned Native languages and cultures and that strategies must be devised by Native Americans to counter the negative effects of cultural transition. Complications include alien organizational systems, high technology, alcohol and drugs, ambiguous values, exploding populations, erosion of language and culture, and a shrinking world that affects the remotest villages and reservations. Rather than rejecting the white man's education, Native Americans should manipulate it and give it a Native cultural input and relevance. Effective practices can help reduce the high dropout rate. Practices include the following: returning to learning and teaching language and culture within the family; encouraging parents to support the schools; identifying the best approaches for learning both native languages and English; increasing the involvement of Native Americans as teachers, administrators, and members of school boards; sustaining generations-long tribal-wise efforts; encouraging leaders with a wider vision; supporting bilingual education as an option and multicultural courses as requirements for teachers; and insisting on cultural relevance for school systems serving a majority of language minority students. The necessity of becoming involved in the political process is also noted. It is concluded that Native languages nurture spirits and hearts while the English language is the means for physical sustenance. (LB)

ED 354 767 FL 020 986

Crawford, James
Language Freedom and Restriction: A Historical Approach to the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Children; Comparative Analysis; *Concept Formation; Elementary Education; Elementary School Students; *English; Foreign Countries; *Hebrew; *Language Acquisition; Language Processing; *Plants (Botany); Uncommonly Taught Languages
IDENTIFIERS- Israel

The relationship between language, thought, and concept formation has been a central issue in many studies and theoretical discussions in various domains--philosophy, psychology, anthropology, and linguistics. The relation between language and concept development can be framed as two opposing questions: (1) Does the child learn concepts first and then later attach words to them? or (2) Are concepts formed when a child tries to attach meanings to words she hears? The purpose of this study was to investigate the relationship between language and the development of children's conception of plants as living things. This was done by comparing the responses of children with different mother tongues (Hebrew and English) to different tasks (verbal and non-verbal) related to the conception of plants as living things. The children (N=696) were from each of grades 2, 3, 4, 5, and 6 in Canada and Israel. It was found that both groups of children were less successful in the non-verbal task than in the verbal task, and that Hebrew-speaking children performed at a lower level than English-speaking children in both the verbal and non-verbal tasks. These findings suggest that the difficulty in classifying plants as living things is conceptual in origin and may also suggest that language affects concept development on both the verbal and perceptual levels. (KM)

ED 354 786 FL 021 016

Jamieson, Joan; And Others
Successes, Failures, and Dropouts in Computer-Assisted Language Lessons.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Individual Differences; Learning Strategies; *Second Language Instruction; *Second Language Learning; Teaching Methods; Withdrawal (Education)
IDENTIFIERS- Northern Arizona University

This report attempts to profile students who participated in a computer-assisted language learning (CALL) research and development project. The researchers hoped to find some pattern or common denominator within each group i.e., the successes, the failures, and the dropouts, that would identify group membership and distinguish one group from another in order to further understand the characteristics of language learners and to be in a position to rationally design alternative methods of computer-assisted language learning for failures and dropouts. To accomplish this objective, three groups of factors were examined, namely, individual characteristics, strategy use, and course information, to try to account for students' differential performance. The subjects for the study were 158 students enrolled in freshman composition classes during the spring semester, 1990, at Northern Arizona University in

staff development program in multicultural education at Mount St. Mary's College (MSMC) in Los Angeles, California between the year 1985 and 1988. As the population of Los Angeles changed during the 1970s and 1980s, issues of ethnical diversity at MSMC itself became increasingly pressing. In 1986, MSMC received a grant from the Consortium for the Advancement of Private Higher Education (with matching funds from the Times-Mirror Foundation) designed to make the entire faculty and staff of the college more effective in dealing with cultural differences among students through all-college programs and workshops. This report provides brief summaries of the lectures and workshops that were presented to the college community and discusses the selection of the guest speakers. It is noted that some of the invited speakers provided faculty members with resources on literature, art, music, and history that they could share with their students, while other speakers and workshops dealt with teaching methodologies that have been shown to be successful in a multicultural classroom. In addition, the guide describes the way in which mini-grants were awarded and administered to faculty for intellectual exploration concerning culture and its role in education. It also provides excerpts from six of the funded research projects. Finally, the guide presents brief excerpts from an annotated bibliography of African-American, Asian-American, Native-American, and Hispanic-American authors that was created to provide a resource of multicultural literature for use by the faculty at Mount St. Mary's College. (GLR)

ED 354 805 HE 026 224

Vaughan, Kieran; Sawchuk, Mariette T., Ed.
Infusing Multicultural Perspectives across the Curriculum. Celebrating Cultural Diversity in Higher Education Series.
PUB DATE- 93
NOTE- 107p.; For a related document, see HE 026 223.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Course Descriptions; *Course Objectives; Cultural Pluralism; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; *Educational Strategies; Evaluation Methods; Guidelines; Higher Education; Liberal Arts; *Multicultural Education; Questionnaires; Workbooks
IDENTIFIERS- *Mount Saint Marys College CA

This manual, developed as part of an effort by Mount St. Mary's College (Los Angeles, California) to increase multicultural education across the curriculum contains practical suggestions for revising and developing syllabi with a multicultural component from a variety of disciplines including art, English, music, philosophy, psychology, speech, and Spanish. In addition, it provides course objectives, a bibliography, class assignments, and day-to-day course plans. It shows how to make academic courses more culturally diverse without sacrificing the traditions of western civilization. The manual also includes descriptions of faculty development experiences, guidelines for revision of syllabi, and pre- and post-assessments for both faculty and students. The 20 syllabi presented are prepared within the same format. They begin with a course description, followed by course objectives,

for planning and budget decisions. This report responds to a 1988 request to examine the University's 1980-1988 experience with program reviews and to recommend future action. It outlines relevant literature concerning the review process, the review practices used in some Canadian universities, the review process used at the University of Alberta, the issues involved, the findings and recommendations of the examining committee, and suggestions for postsecondary institutions. In addition, the report provides an evaluation of the President's Advisory Committee on Campus Review, the committee that organized the review process, including cost-benefit relationships, follow-up activities, and overall impressions. The report reveals a positive response to the review process and presents the recommendation that all postsecondary institutions be involved in some form of continuous review activity. Contains 50 references. (GLR)

ED 354 824 HE 026 244

Nadeau, Gilles G.
The Use of Quality and Excellence Indicators in Post-secondary Education.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); Colleges; *Educational Assessment; Educational Change; *Educational Improvement; *Educational Quality; Evaluation; Faculty Development; Foreign Countries; Higher Education; Literature Reviews; Program Improvement; Universities
IDENTIFIERS- *Canada

The search for indicators of quality for colleges and universities was initiated during the past decade and many variants of these efforts have emerged in Europe, Australia, and on the North American continent. In the financial squeeze of the 1980s and 1990s, demands for quality and excellence in the conduct of higher education have continued to increase. In Canada, demands for quality and excellence in colleges and universities have dealt with student access, educational programs, faculty, administration, and institutional support services. Little consensus, if any, has been achieved on criteria of quality and excellence, on the operational definition of these concepts, or on their use in the praxis of postsecondary education. This report discusses the many uses that could be made of quality indicators by all postsecondary education constituencies. The possible uses for indicators of quality and excellence that are discussed include the following: improving university/college dialogue with governments; accreditation criteria; defining criteria and faculty performance in teaching, research, and service assessment; the linking of resources, reputation, and talent development; and accessibility to assessment, quality, excellence, and improvement. Contains 64 references. (GLR)

ED 354 825 HE 026 245

Smith, Roger S.
The University--Some Differences from Other Organizations.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English

freshman seminar types were extended orientation seminars, academic seminars with generally uniform academic content across sections, academic seminars on various topics, professional seminars, and basic study skills seminars. However, 30 percent of participants indicated that their seminar was actually a hybrid of two or more of these types. Essential characteristics of most seminars included an attempt to create a supportive peer group and meaningful interactions between each student and the instructor, and to improve student academic skills. The report also offers information on the history and theory of freshman seminar programming, qualitative data on seminar characteristics, case studies of model programs, and study implications. Also included is the survey instrument and a list of participating institutions that offer seminars. Includes 29 references. (JB)

ED 354 843 HE 026 264

Foster, Laura Kliewer
Strengthening Higher Education in the Midwest: The Course of Interstate Cooperation. A Report.
PUB DATE- Nov 89
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Financial Exigency; Financial Problems; *Higher Education; Long Range Planning; State Agencies; State Colleges; State Universities
IDENTIFIERS- *Interstate Compacts; *United States (Midwest); Western Interstate Commission for Higher Education

In order to strengthen midwestern higher education, and despite two previously unsuccessful attempts, the possibility of pursuing regional cooperation in higher education through a higher education compact among the midwestern states is once more being explored. This report seeks to facilitate the decision making process by providing background information on compacts, other regions' higher education cooperation experience, and the state of higher education in the Midwest. An introductory section offers initial arguments for looking at ways to bolster regional education including recent and continuing budget cuts and social changes. A subsequent section examines a similar arrangement, the Western Interstate Commission for Higher Education (WICHE), describing level of participation, benefits of the arrangement, and programs sponsored by the WICHE. This section also briefly compares WICHE to other regional agreements in the Southern and New England states, particularly in the areas of funding, representation, number of states needed to ratify the compact, and legislative provisions. The next section analyzes the history and theory of interstate compacts particularly in higher education. This section covers the scope of higher education compacts, noting that they have the force of statutory law though they do not infringe on the powers of the individual states to control higher education. A section on the condition of higher education in the Midwest evaluates economic difficulties, their effect on funding for higher education, and state and institutional responses to the fiscal crisis. An appendix contains the text of the Western Regional Education Compact. (JB)

ED 354 844 HE 026 265

Diminnie, Carol B.

ED 354 862 IR 015 951

Rogers, Dwight L.
Instructional Media Technology in Secondary Education.
PUB DATE- 12 Dec 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; *Educational Research; *Educational Technology; Higher Education; Instructional Materials; Literature Reviews; Research Needs; Secondary Education; Secondary School Teachers; *Teacher Education; Use Studies

This paper reviews the research literature from the early 1980s to the present pertaining to instructional media utilization practices in secondary classrooms, including the challenge for educators in today's schools, the utilization of instructional media technology in the classroom, the impact of teacher training, and the effectiveness of teaching with media in secondary public schools. The literature examined includes journal articles, ERIC documents, dissertation abstracts, and reference books. The review focuses on knowledge about instructional media technology from experts in education and on similar research studies in the field; school and student characteristics that can affect the selection and acceptance of instructional media; and the identification of conditions and implications for effective use of educational media technology in secondary classroom instruction. Previous research studies that have identified relationships between teacher training and the use of various instructional media technologies are examined as a method for evaluating current media utilization practices as they relate to teacher education. Both positive and negative aspects of this research are presented, as well as recommendations by practitioners and researchers for future investigations associated with instructional media technology. (Contains 24 references.) (ALF)

ED 354 863 IR 015 952

Okinaka, Russell T.
Microprocessors: An Understandable Guide for the Classroom Teacher.
PUB DATE- Jan 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Peripherals; Computer Software; Desktop Publishing; Elementary Secondary Education; Hypermedia; *Microcomputers; *Microelectronics; Teachers

A microprocessor constitutes the heart and soul of a personal computer. Indeed, the quality of a personal computer is determined largely by the type of microprocessor that is included within its circuitry. Since the microcomputer revolution began in the late 1970s, these special chips have gone through a series of improvements and modifications. Today's personal computers are much faster and more efficient than the personal computers of 10 or 15 years ago. We are witnessing developments that were unthinkable in the areas of hardware and software. Graphics, multi-media, and desktop publishing are just a few of the fields that have been made

The challenge would be to create an environment in which the integrity of the data is intact, the interpretation of the creators of the media is kept within bounds, and the user executes a certain degree of discretion in the use of the tool. (Contains 19 references.) (SLD)

ED 354 882 IR 016 013

Southworth, Glen
Use of Slow-Scan Television Systems in Telemedicine, Distance Education, Government, and Industrial Applications.
PUB DATE- Sep 88
NOTE- 11p.; Paper presented at the United Nations International Seminar on the "Development and Application of Satellite Communication Systems" (Beijing, China, September 1988). Faint type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communications Satellites; *Distance Education; *Educational Television; Electronic Equipment; Government Role; Higher Education; *Industry; *Medical Education; *Technological Advancement; Telephone Communications Systems; Television Research; Video Equipment
IDENTIFIERS- *Slow Scan Television

Reducing the costs of teaching by television through slow-scan methods is discussed. Conventional television is costly to use, largely because the wide-band communications circuits required are in limited supply. One technical answer is bandwidth compression to fit an image into less spectrum space. A simpler and far less costly answer is to transmit still images only, through what has been called slow-scan television. Transmission rate is reduced and bandwidth can be reduced, with a corresponding increase in the number of video communications channels available. Slow-scan television or "still picture" television is available from several manufacturers, but it is still a very small industry, with most efforts concentrated on equipment designed to operate within the existing telephone network. Satellite experiments with still videos date back to the 1960s, and a variety of techniques can be used for transmission. Several projects have used still video transmission. The most significant project has been a news program service by United Press and a satellite channel focusing on women's issues. The approach has been used in medical education, in other educational endeavors, and by the government for a variety of uses. Although the effectiveness of still video image has been demonstrated, it has not found widescale adoption. (SLD)

ED 354 883 IR 016 015

Scales, Glenda Rose; Yang, Chia-Shing
Perspectives on Electronic Performance Support Systems.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Databases; *Employees; Hypermedia; *Industrial Training;

DESCRIPTORS- *Blindness; *Fiction; Library Role; *Narration; *Talking Books
IDENTIFIERS- *American Foundation for the Blind; *National Library Service for the Blind

Carl Augusto, currently president and executive director of the American Foundation for the Blind (AFB), describes his personal and professional experience with the National Library Service (NLS) for the Blind and Physically Handicapped and the talking books program. Topics discussed include AFB's history with its own talking book program founded by Helen Keller, the organization's role in developing the technology for long-playing records, its production of more that 500 titles on cassette every year, the launching of an award for talking-book narration, and the author's experience with the narrators. Augusto credits librarians with much of the success of the program and suggests that they can play an even more important role in the lives of the blind or print handicapped by learning about their needs. He also notes that only 30% of the working-age blind are employed and that the number of blind or severely visually impaired aged 65 and over will reach 5.8 million by 2030. (KRN)

ED 354 902 IR 054 407

Dale, Carol A.
Strategies for Effective Orientation, Training, and Management of Media Center Volunteers.
PUB DATE- Jul 92
NOTE- 294p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Schools; Elementary Education; *Learning Resources Centers; Lesson Plans; *Library Administration; Media Specialists; School Libraries; Teacher Developed Materials; Videotape Recordings; *Volunteers; *Volunteer Training

The purpose of this practicum was to develop a program for volunteers in an elementary school media center that allowed volunteers to be more independent from the media specialist. Phase I of the program, highlighting school volunteers as Target Group I, included a questionnaire, interviews, delegation of specific tasks, a posted duty roster, an advance scheduling calendar, and a daily time sheet. During that time, the media specialist, with input from the volunteers, developed new procedures and materials, including four complete instructional units, designed to prepared volunteers for maximum efficiency in their work. The main development was a series of videotaped lessons supplemented with information handouts, activity sheets, and pretests, which also served as posttests, and individual progress charts. Four lessons explained basic terminology and the fifth described procedures for a special project. Home volunteers constituted Target Group II, which used a correspondence form of the training program during Phase II. Observations recorded in the media specialist's journal indicated widespread effectiveness of the program. It was concluded that personal factors which arose were often as important to the success of the volunteer program as were the specific organizational strategies implemented. Copies of the training materials produced, graphs of volunteer progress, responses to recruitment efforts, and testimonial letters from volunteers and faculty are included in the appendix, which comprises two-thirds of the document. (KRN) or children's librarians in 44 counties in Ohio. Libraries with a total income tax distribution of $500,001 to $1,000,000 were chosen for the survey. Responses to the study's 9-item survey were received from 33 librarians. Replies indicated that only limited efforts are being made to serve the reluctant reader. There is no consistent way that materials are shelved or identified by color code for ready access to a librarian advising a reluctant reader. Only eight libraries have prepared their own reluctant reader bibliographies. In general, the collections of responding libraries are ineffective because of lack of preparation and maintenance of bibliographies. Eight figures illustrate study findings. Appended is the Fry Readability Formula. (Contains 29 references.) (SLD)

ED 354 922 IR 054 508

South Carolina State Library Annual Report 1991-1992.
PUB DATE- 92
NOTE- 70p.; Pages 57-59 are large foldouts of statistical tables.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Budgeting; Childrens Libraries; Databases; Information Dissemination; Library Administration; Library Collections; Library Development; Library Expenditures; Library Materials; Library Networks; *Library Services; Online Systems; Publications; Retrenchment; *State Libraries; State Programs; Volunteers
IDENTIFIERS- Historical Background; Library Funding; *South Carolina State Library

In fiscal year 1992, state funding to the South Carolina State Library was reduced on four occasions, but the library staff performed at high levels. Despite a 38 percent reduction in the library materials budget, the State Library had its best year ever in terms of providing information, with the number of items loaned continuing to increase. In addition, use of online databases increased by 45 percent. Libraries served by the State Library are also experiencing increased demands for services. The State Library has continued its effort to promote libraries and reading, with a major focus on services for children. This annual report for 1991-1992 summarizes the State Library's operations, accomplishments, and status for the fiscal year. Information is provided about the following parameters: (1) governance and mission statement; (2) history of the library; (3) organization and operations; (4) library services; (5) library collections; (6) library development; (7) the South Carolina Library Network; (8) public information services; (9) the Second White House Conference on Library and Information Services; (10) volunteer services; and (11) publications of the State Library. Two appendixes contain library directories and library statistics. One figure is an organization chart of library operations. (SLD)

ED 354 923 IR 054 509

McCracken, John R.
A Survey of Public Library Certification Requirements in the National Library Community.
SPONS. AGENCY- Nevada State Library and Archives, Carson City.
PUB DATE- Jan 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

83%; (4) although the presence of an aide raised the English 330 success rate in one instructor's class from 37% the previous semester to 59%, this was lower than the overall success rate of the other English 330 sections (64%); (5) although not faring as well as the non-intervention sections, the intervention section of English 330 (59% success rate) outperformed the non-intervention sections of spring 1992 (49%) and fall 1991 (55%); (6) the combined success rate of 48% for the three Math 12 (algebra) sections was higher than the 39% success rate for the three non-intervention sections; and (7) a comparison with sections from spring 1992 and fall 1991 indicates that the presence of a matriculation aide may have a positive impact on success rates. Extensive graphs are included. (MAB)

ED 354 938 JC 930 107

Warner, Laurie A.
A Model Solution to the Allied Health Personnel Shortage: Initiation of a Respiratory Care Technology Program at Catawba Valley Community College, Hickory, North Carolina. A Case Study.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; College Role; Community Colleges; Community Surveys; Cooperative Programs; Educational Finance; *Labor Force Development; Models; *Needs Assessment; Program Design; *Program Development; *Respiratory Therapy; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Catawba Valley Community College NC

In 1991, the Northwest Area Health Education Center in North Carolina conducted a needs assessment of area hospitals, revealing that Respiratory Care (RC) departments in Catawba and Alexander counties would require 29 technicians and therapists within 3 years. A survey of area high school students identified 44 students interested in RC. In addition, a survey of currently employed RC personnel in the area revealed another 24 potential students in need of skills upgrading. Finally, a third survey indicated that nearly 75% of credentialed personnel working in RC were trained on-the-job or had graduated from a correspondence program. In an effort to address this need for a formal RC training program in the area, Catawba Valley Community College in Hickory, North Carolina, established an advisory committee to seek funding for initiation of a training program at the college. Two local hospitals pledged financial support, several regional RC departments offered to donate equipment, and many local hospitals volunteered to be clinical sites for student training. A curriculum, planned in accordance with accreditation and health care standards, was submitted to the North Carolina Department of Community Colleges (NCDCC). In July 1991, NCDCC approved the program, which enrolled its first students a month later. In August 1992, 11 students graduated from the program and are now working in area hospitals. From beginning to end, the establishment of the program took over two years, but today the northwest region of North Carolina has a Respiratory Care Technology Program. Steps for establishing similar Allied Health programs include demonstrating need, getting local health care institutions involved, and obtaining institutional support. (PAA)

DESCRIPTORS- *Class Activities; Classroom Environment; *Classroom Techniques; College Faculty; Community Colleges; Faculty Handbooks; Learning Strategies; Learning Theories; *Student Attitudes; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges; *Two Year College Students
IDENTIFIERS- American River College CA

Designed for use by faculty at American River College (ARC), the four chapters of this handbook present suggestions, techniques, and resources to help teachers explore new ideas and enrich their classroom experiences. Chapter 1 contains brief descriptions by ARC faculty of successful teaching techniques, organized into the following six areas: quality student-instructor interaction; classroom management and instructor policy; classwork and homework activities; small group activities; major student projects or presentations; and relating courses to campus, real life, and out-of-class experiences. Chapter 2 presents lists of practical suggestions for increasing student involvement with respect to instructor/student interaction, general classroom management, student initiated activities, and instructor initiated activities. Next, chapter 3 provides a compilation of short student narratives on effective learning activities and presents a list of suggestions to help students increase their own involvement. Drawing on interviews with more than 100 ARC students, this chapter includes student suggestions regarding instructor teaching techniques and approaches; specific assignments or study practices; and field trips, labs, and hands-on activities. The final section details the resources available through ARC's Teaching Resource Center (TRC), including books, videos, articles, handouts, innovation abstracts, TRC services and programs, software, and seminars. Report appendixes include data collection instruments, a list of recommended readings, sample abstracts from the Educational Resources Information Center (ERIC), and a detailed description of how to use ERIC resources. (PAA)

ED 354 955 JC 930 125

Austin Community College Learning Resource Services Strategic Plan, 1992-1997.
PUB DATE- 92
NOTE- 71p.; For the 1989 and 1990 Annual Reports on Learning Resource Services, see ED 331 570.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Planning; Community Colleges; *Educational Technology; Evaluation Methods; *Facility Planning; Facility Utilization Research; *Learning Resources Centers; Long Range Planning; *Mission Statements; Program Budgeting; Program Content; *Program Evaluation; Resource Materials; School Surveys; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

Designed as a planning tool and a statement of philosophy and mission, this five-part strategic planning report provides information on the activities, goals, and review processes of the Learning Resource Services (LRS) at Austin Community College in Austin, Texas. The LRS combines library services, access to computer terminals, and other educational support services in district Learning Resource Centers (LRC's). Following an introduction, the report reviews the LRS organizational structure, indicating that full-service LRC's are operated at the college district's three main campuses and

Training with a Vocational Outcome for Adults with Intellectual Handicaps.
PUB DATE- 27 May 92
NOTE- 12p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, Canada, May 24-27, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Vocational Education; Community Colleges; Curriculum; *Developmental Disabilities; Job Placement; Nondiscriminatory Education; *Nontraditional Education; *Normalization (Handicapped); Program Descriptions; *Special Education; *Special Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- College Northern College ON; Douglas College BC

To show that training programs for adults with intellectual handicaps can be successfully carried out regardless of the size of the community, information is provided on vocationally oriented programs in place at two Canadian community colleges: the Consumer and Job Preparation Program (CJPP) at Douglas College, in New Westminster, British Columbia (Canada), and the Work Skills Development Program (WSDP) at College Northern College, in South Porcupine, Ontario (Canada). Following a brief introduction, part 2 of the presentation discusses the history of both programs, indicating that the CJPP was initiated in 1981 and the WSDP in 1990. Part 3 reviews the philosophy behind the programs at both institutions, highlighting the common commitment to overcome limitations and barriers for students with developmental handicaps. Part 4 provides brief descriptions of the admissions requirements, demographics, funding, and curriculum content for each program. Neither the CJPP nor the WSDP requires reading or writing skills to enter the programs, but participants must have support from a legal guardian and an employment goal. In addition, the curricula and processes of both programs feature class participation/personal skills, human awareness, social skills, and orientation to work. Part 5 describes work placement and job exploration in the two programs, indicating that the CJPP places students for 3 weeks working 3-4 hour shifts, while the WSDP prefers full-time work programs, 2-10 weeks long. Concluding sections describe the benefits of the programs for students, the colleges, and the community. Sources of additional information are provided. (MAB)

ED 354 972 JC 930 146

Overlock, Terrence H., Sr.; Nellis, Deo
Assessment of Faculty Perceptions of Performance Evaluation at Northern Maine Technical College.
PUB DATE- Mar 92
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Faculty Evaluation; Questionnaires; School Surveys; *Teacher Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Northern Maine Technical College

In response to stipulations in the 1991-1993 collective areas of math and critical thinking. Models for questioning techniques and suggestions for creative activities were provided. A third workshop was conducted as an opportunity for parents to discuss their successes and difficulties with the activities and to brainstorm for new ideas. A follow-up survey of the parents revealed that the workshops had been successful in training parents to choose appropriate home activities. Parents surveys, a home activity calendar and activity list, and other related materials are appended. (HOD)

ED 354 990 PS 021 023

Implementation of Recommendation No. 77 Adopted by the 42nd Session of the International Conference on Education and Concerning Operational Policies, Strategies and Programmes in the Areas of Literacy and Basic Education for the 1990s. Preliminary Report.
PUB DATE- Sep 92
NOTE- 17p.; Report presented at the United Nations Educational, Scientific and Cultural Organization International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Early Childhood Education; *Educational Policy; International Cooperation; *International Organizations; *International Programs; *Literacy Education; Questionnaires; Surveys
IDENTIFIERS- 1990s; *Basic Education; International Bureau of Education; International Conference on Education; International Literacy Year 1990; *UNESCO; World Conference on Education for All

This document provides a preliminary report on the implementation of operational policies, strategies, and programs for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in the areas of literacy and basic education. The first section contains an analysis of replies to a questionnaire distributed to 79 member states by the International Bureau of Education (IBE). This section covers the following topics: (1) an overall assessment of the impact of the World Conference on Education for all, the 42nd session of ICE, and International Literacy Year; (2) national plans or strategies for action; (3) initial achievements; (4) partnerships in promoting literacy and basic education; (5) financial aspects; (6) studies and research; and (7) conclusions. The second section provides an overview of the efforts in basic education undertaken by UNESCO and the international community since the World Conference on Education for All (WCEFA), held in Jomtien, Thailand, from March 5-9, 1990. This section covers the following topics: global advocacy and agency coordination; regional policy conferences; new projects linked to key WCEFA goals; support for planning and mobilization at the country level; and donor support to basic education. A list of countries that submitted replies to the IBE questionnaire is included. (MM)

ED 354 991 PS 021 026

Zajac, Robert J.
Friends and Nonfriends: Collaboration on a Written Text.
PUB DATE- Aug 92
NOTE- 74p.; B.S. Honors Thesis, University of Minnesota.
LANGUAGE- English

ED 355 010 PS 021 164

Smith, Anne B.
Early Childhood Educare: Seeking a Theoretical Framework in Vygotsky's Work.
PUB DATE- Nov 92
NOTE- 26p.; Paper prepared for inaugural issue of "The International Journal of Early Years Education," November 1992.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Cognitive Development; Context Effect; *Early Childhood Education; *Educational Philosophy; *Educational Theories; Foreign Countries; Language Role; Peer Teaching; Piagetian Theory; Play; *Social Influences; Teacher Role; Theory Practice Relationship; Tutoring; Young Children
IDENTIFIERS- *Educare (Early Childhood Education); Intersubjectivity; Piaget (Jean); *Vygotsky (Lev S); Zone of Proximal Development

This paper argues that because there is no meaningful distinction between care and education for young children, the early childhood field should be renamed "early childhood educare." The concept of educare recognizes that children's thinking develops through joint interactions with others in responsive social contexts. The predominant theoretical framework for early childhood philosophy and curriculum has been Piaget's theory. In this theory, development determines cognitive competence and influences what children are capable of learning. On the other hand, Vygotsky saw learning as driving development and the development of thinking as a shared process rather than an individual one. Because Vygotsky's theory emphasizes the social and cultural context of children's thinking, it should be applied to the responsive social contexts provided in early childhood educare. In a Vygotskian framework, children are capable of far more competent performance when they have assistance from adults or more capable peers in their zone of proximal development so adults take a reactive and participatory role. Teachers and peer tutors have a highly interactive role, and children learn through participating and sharing another person's frame of reference. This theoretical framework challenges a laissez-faire free play curriculum and suggests that teachers need to take an active role in stimulating learning. A list of about 50 references is included. (MM)

ED 355 011 PS 021 167

Martinello, Marian L.; Cook, Gillian E.
Interweaving the Threads of Learning: Interdisciplinary Curriculum and Teaching.
PUB DATE- Feb 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Thematic Approach; *Unified Studies Curriculum

This report discusses some of the characteristics and benefits of an interdisciplinary curriculum, as well as practical considerations involving the introduction of such a curriculum

Ethnography; Family Characteristics; *Family Influence; *Family School Relationship; Oral History; *Self Concept
IDENTIFIERS- Cultural Values; *Irish Americans; *Irish Culture; Positive Attitudes

Representing part of the first phase of a 5-year ethnographic research project, this report explores connections between school achievement and Irish ethnicity. Part 1 of the report reviews Irish history from 400 B.C. through the Irish famines of the mid-1800s, highlighting England's cultural and economic suppression of Ireland. Part 2 describes the harsh economic experience of Irish immigrants from 1820 to 1865, and discusses the ways in which this experience helped frame Irish identity in America. Focusing on the period from 1865 to 1930, part 3 explores the ways in which Irish-Americans facilitated the creation of a new identity through the control of local politics; the use of community and volunteer organizations to support the integration of new Irish-Americans; the development of parallel social structures; and the creation of parochial schools as alternatives to public education. Part 4 examines the acculturation and economic achievements of Irish-Americans, and discusses the role of the family in contributing to academic achievement. This section also examines several studies and oral histories that explore the ways in which Irish ethnicity deeply influences the identity of Irish-Americans. Part 5 suggests ways to promote academic success in Irish-American children, and asserts that the study of a people's history can help one interpret current patterns of response to ethnic differences. A list of 93 references is included. (MM)

ED 355 031 PS 021 218

Salganik, Laura H.; Carver, Rebecca L.
Information about Schools of Choice: Strategies for Reaching Families. Report No. 5.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Family School Relationship; *Information Dissemination; Information Needs; *Information Systems; *Public Schools; *School Choice; School Community Relationship
IDENTIFIERS- Information Analysis; *Information Equity; Information Format; Printed Materials

This report discusses the findings of a study of information about public school choice plans provided to families in the United States during the 1990-91 school year. The report evaluates information collected from school districts, state departments of education, national and local nonprofit organizations promoting informed participation in school choice plans, and the federal government. The materials are evaluated within a framework consisting of three components: (1) the content of the information; (2) the format used to present the information; and (3) the methods used for distribution of the information. The report discusses the ways in which information systems have been designed to deal with equity issues, and raises concerns about the factors that lead to inequitable availability of information. The report concludes by noting the lack of quantitative information included in the materials and presenting frequencies distributions of respondents' sociodemographic variables by survey questions. Appendices include regional and urban-rural classification of Pennsylvania and the demographic characteristics of participants. (LP)

ED 355 050 RC 018 986

Munson, Mary K.; Zwilling, Al
Leadership Skills You Never Outgrow: Leader's Guide.
PUB DATE- Aug 86
NOTE- 63p.; For all five booklets in this set, see RC 018 986-990. A two page "Helper's Guide" (LC-0630) has been appended to each volume.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning; Extension Agents; Interpersonal Competence; *Leaders Guides; *Leadership; *Leadership Training; Outdoor Education; Program Descriptions; Program Implementation; Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Clubs

This guide was developed to assist 4-H club leaders in implementing a youth leadership skills project. Leadership skills are categorized into three levels: personal skills, skills working within groups, and skills leading groups. The first chapter discusses leadership and the value of teaching leadership skills to youth. The leadership life skill areas emphasized in the project include: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing; and (7) working with groups. A chart is provided that relates the specifics of these skill areas to four related leadership project books developed for youth. The second chapter describes the leadership skills project including objectives, curriculum, and roles of leaders. Chapter 3 outlines characteristics of children ages 9-11, 12-14, and 15-18 and implications for learning. The last chapter gives the following information: (1) roles of project helpers and helping youth locate helpers; (2) helping members develop a leadership plan and assess personal leadership skills; (3) helping members with learning activities and applying leadership skills to life situations; (4) assisting members in evaluating and documenting leadership learning; and (5) helping members in group situations. Appendices include sample lesson plans for introducing the seven leadership life skill areas during club meetings and a sample leadership program for older youth. (LP)

ED 355 051 RC 018 987

Godke, Margaret Severinson; Munson, Mary K.
Leadership Skills You Never Outgrow, Leadership Project Book I: Individual Skills for Younger Members.
PUB DATE- Aug 86
NOTE- 61p.; For all five booklets in this set, see RC 018 986-990. A two page "Helper's Guide" (LC-0630) has been appended to each volume.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

rights, land claims, and self-determination. A final section discusses the issue of Native rights within the debate over a new national constitution. (SV)

ED 355 070 RC 019 014

Creery, Ian
The Inuit (Eskimo) of Canada.
PUB DATE- Nov 83
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Canada Natives; Civil Liberties; *Colonialism; Cultural Background; Elementary Secondary Education; *Eskimos; Foreign Countries; Inupiaq; *Land Use; *North American History; Politics; *Self Determination
IDENTIFIERS- *Arctic; *Canada; Land Claims

This report examines the history of the colonization of Arctic Canada and the efforts of its 25,000 Inuit residents to decolonize themselves. Initial sections outline the origins and early history of the Inuit; characteristics of Inuit culture, family life, and spirituality; the effects of whaling and the fur trade; and the movement of the Inuit into settlements and the wage economy in the 1950s and 1960s. Section 5 discusses the growth of Inuit political consciousness in the 1970s with regard to two major development projects: the James Bay hydroelectric project, which resulted in an agreement exchanging Native rights for a package of benefits, and the Mackenzie Valley pipeline, which led to Native groups calling for self-determination and a reexamination of their relationship to the federal government. Section 6 outlines the campaign for the creation of Nunavut, a new territory north of the treeline. Section 7 examines Inuit efforts to turn White institutions to their benefit, including educational reforms emphasizing community control and use of Native languages, Inuit radio and television programming, and attempts to develop a standard orthography for Inuktitut (Inupiaq). Final sections discuss the special circumstances of the Inuit in Labrador and the western Arctic, strategies for economic improvement, the status of Inuit land claims, and aboriginal negotiations regarding a new national constitution. (SV)

ED 355 071 RC 019 015

Wilson, James
The Original Americans: U.S. Indians. Third Edition.
PUB DATE- May 86
NOTE- 31p.; For an earlier edition, see ED 164 176.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian History; *American Indians; Colonialism; Ethnic Relations; Federal Government; *Federal Indian Relationship; *Public Policy; *Tribal Sovereignty; United States History
IDENTIFIERS- *Bureau of Indian Affairs

About 1.5 million people in the United States identify themselves as Indians. Despite great cultural diversity, all Native groups have a common feature: they suffer poverty and related problems stemming from their relationship to White America. For four generations, the Bureau of Indian Affairs (BIA) has exercised an incredible degree of economic and political control over Native communities, preventing the development of economic

Learning Activities; Lesson Plans; *Resource Materials; Tables (Data)
IDENTIFIERS- California

The 45 energy education materials contained in this guide were evaluated by school teachers from California, Arizona and Nevada, and are listed here according to evaluation performance. The first five entries were found to be excellent teaching aids, and an entire activity has been included with each of these. The next 16 materials have a single sample page included with the evaluation information; the last six entries include no sample pages and have limited information from the evaluation. The materials are available for all elementary and secondary grades. Descriptive and evaluative information is given for each teaching resource along with ordering information. An appendix provides the following supplementary materials: an overview of the California environmental education curriculum and compendium project, a chart of the Unifying Concepts of Environmental Education, a Conceptual Matrix for Energy Education, a copy of the evaluation tool, and a listing of other energy curricula evaluated but not included in this compendium as well as several items not available for evaluation in early 1991. (MCO)

ED 355 089 SE 053 175

Millroy, Wendy Lesley
An Ethnographic Study of the Mathematical Ideas of a Group of Carpenters. Monograph Number 5.
PUB DATE- 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Abstract Reasoning; Adult Programs; Apprenticeships; *Carpentry; Cognitive Development; Constructivism (Learning); Context Effect; Cultural Influences; *Ethnography; Foreign Countries; Learning Activities; *Mathematical Applications; *Mathematical Concepts; Mathematics Education; Problem Solving; *Research Methodology; Skilled Workers; Social Science Research; Spatial Ability; *Thinking Skills; Visualization
IDENTIFIERS- Monographs; South Africa

The researcher conducted a six-month ethnographic study as an apprentice carpenter in Cape Town, South Africa, to document the valid mathematical ideas that are embedded in the everyday woodworking activities of a group of carpenters. A secondary objective was to examine and to give a firsthand account of the teaching and learning of mathematical ideas in the context of the researcher's apprenticeship. Finally, the study offers methodological techniques for identifying mathematics in thought and action and for differentiating the mathematics from routine applications of procedures. The results showed that many conventional mathematical concepts are embedded in the practices of the carpenters. They made extensive use of such concepts as congruence, symmetry, proportion, and straight and parallel lines in their everyday work. Furthermore, the carpenters' problem solving was enhanced by their strength in spatial visualization. Their explanations, in the form of convincing arguments, showed the sequential, logical reasoning that is related to the need in mathematics for proof and substantiation. The results also showed that the carpenters' mathematics has several unique characteristics: there was tacit mathematical knowledge in their actions, and reflection on actions led them to articulate their tacit knowledge;

funding. Appendixes to the various sections include: survey instruments, lists of focus group participants, census form of EECs in Minnesota, lists of EEC survey respondents, and EEC technical advisory committee and state agency participants. (MCO)

ED 355 106 SE 053 370

Reid, John
The Effects of Cooperative Learning with Intergroup Competition on the Math Achievement of Seventh Grade Students.
PUB DATE- Jun 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Competition; *Cooperative Learning; Grade 7; Instructional Innovation; Junior High Schools; Junior High School Students; *Learning Strategies; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Minority Groups; *Teaching Methods; Urban Education
IDENTIFIERS- T Test

There has been a large amount of research on the relative effects of cooperative, competitive, and individualistic learning on achievement and productivity. This paper reports a study designed to determine the effect of cooperative learning strategies on mathematics achievement of 7th graders. Based on school records indicating whether a student had participated in the cooperative learning strategies group or had received individualized/competitive instruction, 50 seventh-grade students were selected from an elementary school located in a low socioeconomic neighborhood in Chicago made up of all minority students. Scores on the mathematics portion of the Iowa Test of Basic Skills administered in the Spring of 1991 and 1992 were utilized to compare the mathematics achievement of the students in the two groups. T-tests performed on the pre-test and post-test data indicated that no differences existed in the groups prior to instruction, but that the cooperative learning groups performed significantly higher on the post-test. These findings confirmed results of similar studies. The paper concluded that cooperative group learning strategies are more effective in promoting mathematics achievement. (MDH)

ED 355 107 SE 053 391

Bryant, Veronica A.
Improving Mathematics Achievement of At-Risk and Targeted Students in Grades 4-6 through the Use of Manipulatives.
PUB DATE- 92
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Classroom Techniques; Elementary School Students; Grade 4; Grade 5; Grade 6; *High Risk Students; *Inservice Teacher Education; Instructional Improvement; Intermediate Grades; *Manipulative Materials; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Parent Attitudes; School Surveys; Teacher Attitudes; Teacher Workshops; Teaching Methods

This documents presents a practicum designed to improve mathematics achievement of at-risk and targeted students in grades 4-6 in an upper-middle class suburban community through

(1) providing a context; (2) introducing manipulatives; (3) modeling a creative experience; (4) posing an interesting problem; (5) preparing for a concept or skill; (6) developing a concept or skill; and (7) providing a context for review. Each chapter begins with a discussion of the theme and presents activities involving stories that exemplify the themes. Each activity provides the author and publication year of the story, a summary of the story, a classroom sketch of the activity, appropriate grade levels, and possible follow-up activities. Worksheets related to particular activities are included at the end of each chapter. The eighth chapter examines ways in which mathematical thinking can be applied in the classroom experience of children's literature in general. A list of 20 books for teachers and a list of 81 books for children are provided. (MDH)

ED 355 124   SE 053 495

Thiessen, Diane, Ed.; Matthias, Margaret, Ed.
The Wonderful World of Mathematics: A Critically Annotated List of Children's Books in Mathematics.
PUB DATE- 92
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Geometric Concepts; Instructional Materials; Literature Reviews; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Measurement; Number Concepts; Preschool Education; Resource Materials; Spatial Ability; *Supplementary Reading Materials
IDENTIFIERS- *Reading Mathematics Relationship

The National Council of Teachers of Mathematics (NCTM) has articulated goals in the pursuit of mathematics literacy that include learning to value mathematics, becoming confident in one's mathematics abilities, becoming a mathematical problem solver, learning to communicate mathematically, and learning to reason mathematically. Literature that explores mathematical concepts seems to be a natural tool for attaining those goals. The NCTM formed a committee to read and review books and to prepare the manuscript for this annotated bibliography of children's books in mathematics. This book provides reviews for approximately 500 books in mathematics for preschool through grade 6. Each review describes the book's content and accuracy, its illustrations and their appropriateness, the author's writing style, and whether activities for the reader are included. Each book is rated in terms of its usefulness in teaching mathematical concepts as highly recommended, recommended, acceptable, or not recommended for mathematical concepts. The grade level of each book is included in the bibliographical entry. The books have been classified into four main categories with respect to their mathematical content: (1) early number concepts; (2) number extensions and connections; (3) measurement; and (4) geometry and spatial sense. An overview for each of the categories can be found at the beginning of each section. Two indexes list the books by author and by title. (MDH)

ED 355 125   SO 022 239

Micou, Ann McKinstry
European NGOs Providing Resources for Development and Social

Attitudes; Teaching Methods
IDENTIFIERS- Global Education; Trade Books

The purpose of this action research project was to study the global and multicultural and multiethnic attitudes and awareness (knowledge) of 23 third graders before and after they had been taught primarily through reading and interacting with children's literature. The data were collected by pre- and post-attitude and knowledge tests and surveys, student interviews, class discussions, student and teacher journal responses to and about the literature, book discussion comments, and teacher observations. After the treatment, much knowledge was gained and attitudes toward multicultural groups were more positive. While this was expected, it might have been that students would have become more ethnocentric, thinking that their way of life was superior to another group's way of life. They may have distanced themselves from the groups that they were reading about. In actuality, many times the students said and wrote statements about how the literature affected their positive attitudes. Based on the results from this research, the knowledge and attitudes that students have about different cultural and societal groups is affected positively through their interaction with the literature. One diagram, 1 graph, 1 pie chart, and 8 tables are included; 34 appendices and 9 bibliographies are attached. (Contains 70 references.)

ED 355 145 SO 022 953

Evans, Ronald W.
Educational Ideologies and Multicultural Education.
PUB DATE- 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Cultural Awareness; *Cultural Pluralism; *Educational Theories; Elementary Secondary Education; Higher Education; Ideology; *Multicultural Education; Socialization; *Theory Practice Relationship

In an attempt to address the gap between multicultural reformers and school practitioners and policymakers, this review essay discusses four overarching conceptions or ideologies of multicultural education: (1) cultural fundamentalism, an approach which generally aims at socializing diverse peoples to mainstream society; (2) cultural conservatism, an approach that seeks to socialize by helping diverse populations adjust to living in two worlds, remaining part of their home culture while accommodating mainstream culture; (3) cultural liberalism, an approach that promotes the value of cultural pluralism, social justice, and equal opportunity, seeking to improve society by instilling a respect for diversity and at the same time instilling a faith in gradual social improvement; and (4) cultural liberationism, an approach that advocates preservation of cultural diversity and transformation of society through countersocialization and social reconstructionism. Though these approaches are overlapping in many ways, not completely distinct, and by no means definitive, they may help sort out the competing claims of different theorists and citizens, and could assist efforts for cultural empowerment in a very complex, often contradictory, and ever changing field. (Contains 17 references.) (Author)

ED 355 146 SO 022 954

three areas of school life were considered: (1) organization of the school day and activities; (2) pedagogy or the teaching-learning process; and (3) the curriculum. The study revealed areas of school life that differed significantly between the schools. Each school's symbolic order embodied quite different conceptions of the world, relations to others, and the individual. Waldorf school's symbolism about the world sends a message of democratic, egalitarian values in an organic, interdependent world: knowledge is taught in wholes not parts, and through storytelling not abstractions. College Prep's symbolism conveys instead the school's belief in progress and a hierarchical conception of the world. Contains 46 references. (DB)

ED 355 166 SO 023 065

Jayasuriya, Laksiri
Language and Culture in Australian Public Policy: Some Critical Reflections. Occasional Papers New Series No. 4.
PUB DATE- 88
NOTE- 45p.; An abbreviated version of this paper was presented as an invited Keynote Address to the First National Ethnic Health Conference (1st, Adelaide, South Australia, Australia, May 10-13, 1988).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Ethnic Groups; Ethnic Relations; Foreign Countries; *Foreign Culture; Languages; Minority Groups; *Multilingualism; *Public Policy; Social Influences
IDENTIFIERS- *Australia

The social, political, and ideological underpinnings of recent policy initiatives relating to language and culture in Australian society, in particular, those of concern to ethnic minority groups, are examined in this paper. The development of a policy for immigrant ethnic minorities has always been quite distinct in comparison with the indigenous minority, the Aboriginal groups, who by virtue of their historical and political status in society made different claims and demands on the state regarding matters such as cultural maintenance and language policy. This paper seeks to accomplish three main objectives. The first is to develop an understanding of how language has become manifest as an issue of public policy through an historical overview of the development of social policy in relation to migrants and ethnic groups during the last four decades. The second objective is to expose to critical scrutiny the rationale and some of the hidden and often unstated assumptions that lay behind these policies. Thirdly, given the continuing dominance of language and culture in policy development, the paper attempts to present the case for a paradigm shift away from a preoccupation with culture towards one more attuned to the current social reality and emerging needs of Australian society. (DB)

ED 355 167 SO 023 066

Kiernan, Jan; Brewer, Warren
Antarctica: Teaching and Learning about. A Teacher's Guide.
PUB DATE- 87
NOTE- 51p.; Photographs may not reproduce clearly.
LANGUAGE- English

PUB DATE- Apr 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Chicago, IL, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Elementary Education; Elementary School Teachers; Family School Relationship; Higher Education; *Parent Teacher Conferences; Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; *Program Evaluation; Surveys; Teacher Education Programs

This study was designed to assess, on a national basis, what education and training preservice elementary education teachers receive on the topic of home-school communication, especially in the area of parent-teacher conferencing, and to determine if there were significant differences between teacher education programs in how they prepare preservice teachers for conducting conferences. A total of 384 teacher education programs participated in the study. A questionnaire was used to collect demographic information, to determine educational practices in training preservice teachers in parent-teacher conferencing, and to assess attitudes regarding home-school communication. Results indicated that 66 percent of the programs surveyed provided education and training in parent-teacher conferencing, and that there were significant differences in how this training was provided as well as in its content. Attitudinal results indicated the following perceptions: (1) the parent-teacher conference was regarded as an important part of home-school communication; (2) preservice elementary education teachers are graduating from teacher education programs not educated and trained to work effectively with parents; and (3) preservice elementary education teachers need to be educated in effective home-school communication techniques. (Contains 27 references.) (Author)

ED 355 186 SP 034 236

Kerr, Dianne L.; And Others
School-Based HIV Prevention: A Multidisciplinary Approach.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Agency Cooperation; Class Activities; Community Programs; *Disease Control; Elementary Secondary Education; *Health Education; Health Promotion; *Interdisciplinary Approach; Models; Peer Teaching; *Prevention; Preventive Medicine; Program Development; Teaching Methods

This manual was written to help school-based professionals implement school health education programs to prevent the spread of the human immunodeficiency virus (HIV). The manual provides a framework and plan to promote an interdisciplinary in generic methods, subject specific methods, reading in content, and special education, and 12 credits for student teaching; (3) 50 percent of the institutions used regular grades for student teaching; (4) in 50 percent of student teaching cases, the college supervisor made the grading decision; and (5) 50 percent of the institutions reported less than complete coverage on 22 of 37 specific teaching skills or competencies, in the areas of planning, curriculum, teaching strategies, educational technology, exceptional children, student assessment, and ancillary skills. The study concludes that restructuring of pedagogical coursework is needed, and that school districts should contemplate staff development activities in weak areas of teacher preparation. (Contains 21 references.) (JDD)

ED 355 203 SP 034 331

Portland Public Schools Alcohol and Other Drugs Curriculum Implementation Planning Guide. Grades Pre-K - 8.
PUB DATE- Oct 91
NOTE- 86p.; For the grades 9-12 guide, see SP 034 332.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Curriculum Guides; *Drug Education; *Educational Objectives; Elementary Education; Health Education; *Health Promotion; Preschool Education; Special Education; Teaching Methods
IDENTIFIERS- Portland School District OR

This guide was developed by the Portland (Oregon) Public Schools to assist district pre-kindergarten through grade-eight administrators and teachers in complying with federal and state mandates to develop and implement a plan for alcohol and other drug prevention instruction. The guide is based on the district-adopted curriculum, "Here's Looking at You, 2000," which includes instruction in three domains: cognitive/information, affective/bonding, and behavioral/skills. Included in the guide is a topic summary, with content areas (physical education, social studies, science, and health) for each topic identified. Instructional minimums, presented as learner outcomes, for each grade level (Pre-K, K, grades 1 through 8, and middle school) are outlined for the cognitive/information and behavioral/skills domains. Separate sections detailing instructional minimums for special education are also given for each grade level. The appendices include: the Oregon Administrative Rule which mandates implementation of alcohol and other drug use prevention instruction, a section listing Oregon law related education resources, and a list of selected materials on prevention. (IAH)

ED 355 204 SP 034 332

Portland Public Schools Alcohol and Other Drugs Curriculum Implementation Planning Guide. Grades 9 - 12.
PUB DATE- Feb 92
NOTE- 72p.; For the grades preK-8 guide, see SP 034 331.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Curriculum Guides; *Drug Education; *Educational Objectives; *Health Education; *Health Promotion; High Schools; Special Education; Teaching Methods

Official Language Controversy.
PUB DATE- Jun 89
NOTE- 15p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *American Indian Languages; Bilingualism; *English; Ethnic Groups; *Language Dominance; Minority Groups; *Official Languages; Patriotism; *Second Languages; *United States History
IDENTIFIERS- English Only Movement

The major threat to Native languages embodied in the "English Only" movement is discussed and ways that the United States historically has allowed language freedom is documented. The following points are made: (1) contrary to myth, the United States has never been a monolingual country; (2) for most of U.S. history, the dominant federal policy on languages has been one of tolerance and accommodation; (3) recognition of minority language rights was reflected in the bilingual and non-English-language schooling that was commonplace in many localities until the World War I era; (4) U.S. liberation policy on language has not always been upheld, especially toward indigenous and conquered peoples, colonized groups, and racial minorities; and (5) it was in the first two decades of the 20th century, the "Americanization" era, that an ideological link was forged between English-speaking ability and American patriotism, and conversely, between speaking other languages and disloyalty to the United States. It is concluded that the country has always been marked by considerable language diversity, that language laws have been rejected as a threat to individual liberties, that language restrictions have trampled basic constitutional rights and produced ethnic strife, and that language conflicts have never been fundamentally about language per se. These arguments rebut the claim that English has been a great unifying force in American history. Contains 35 references. (LB)

ED 354 768 FL 020 987

Biscaye, Elizabeth; Pepper, Mary
The Dene Standardization Project.
PUB DATE- Jun 89
NOTE- 8p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alphabets; *American Indian Languages; Foreign Countries; Indigenous Populations; *Language Standardization; *Orthographic Symbols; Pronunciation; Punctuation; *Romanization; *Written Language
IDENTIFIERS- Canada; *Na Dene

The 1986 report by the Canadian Task Force on Aboriginal Languages, which recommended that the writing systems used for the northern Dene languages be standardized within 10 years, resulted in the 1987 Dene Standardization Project. The mandate for the project was to make recommendations on orthography standardization as the first step in the process of encouraging

Flagstaff. Participants undertook four CALL computerized reading and note-taking lessons; two achievement tests were part of each lesson, so that altogether there were eight measures of achievement. After finishing all four lessons, students turned in four types of data from each of the lessons--notes, recall, recognition, and attitude. Scores were then computed for the recall and recognition parts and these scores formed the basis of the grouping criteria. Methods used to assess the three types of factors that might have contributed to group membership are explained next, and finally the Discriminant Function Analysis out of which a profile for the subjects in each group emerged, is discussed. It is concluded that with more information about what students are like; i.e., what kind of profile describes a successful or unsuccessful student, aids can be incorporated into computer assisted lessons that will help students who experience difficulty to overcome their problems rather than leaving them with no alternative but to be forced into the mold of the "ideal" successful student. (KM)

ED 354 787 FL 021 020

Chervenick, Ellen Cecelia
Schema Theory: Teaching U.S. History to Beginning Amnesty Students.
PUB DATE- Dec 92
NOTE- 101p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Chinese Americans; Classroom Research; Community Programs; Course Content; Curriculum Development; Curriculum Research; Hispanic Americans; *History Instruction; Immigrants; Instructional Effectiveness; Learning Strategies; *Prior Learning; Reading Comprehension; Reading Instruction; *Reading Strategies; Reading Tests; *Schemata (Cognition); Teaching Methods; *United States History; Writing Tests
IDENTIFIERS- *Immigrant Amnesty; *Schema Theory

In order to study for citizenship tests, amnesty students need to be able to read U.S. history material, although they usually have no background knowledge for it. According to schema theory, background knowledge is important for reading comprehension. Research has shown significant improvement in the reading comprehension of intermediate level English-as-a-Second-Language students as a result of the provision of appropriate background knowledge. To discover whether the provision of background knowledge would help beginning-level ESL students, beginning-level amnesty students were tested. The provision of appropriate, multisensory, background experiences on Abraham Lincoln for the experimental group resulted in statistically significant improvement in reading comprehension, as shown on a free written recall test. The control group received multisensory experiences irrelevant to the test. Differences in syntactic complexity of texts used in the tests were insignificant. Lesson plans on Abraham Lincoln and Martin Luther King, Jr. are included. Eight appendices include charts, texts, tests, scoring criteria, and scripts for slides. (Contains 54 references.) (Author/KM)

ED 354 788 FL 021 040

Maners, Lynn

assignments, methods of evaluation, and topics of study with corresponding reading and homework. Many of the syllabi conclude with a section that describes in detail an assignment, classroom strategy, or group activity incorporating multicultural perspectives. Some syllabi contain extensive bibliographies and some contain explanatory notes for the instructor. Appendices include: (1) a faculty and student questionnaire that can be used to assess strengths and weaknesses of current syllabi and to suggest ideas for improvement, (2) the competencies to be attained by students, and (3) guidelines for developing or revising syllabi. (GLR)

ED 354 806 HE 026 225

Student Financial Aid for North Carolinians.
PUB DATE- Oct 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Colleges; Eligibility; *Federal Programs; Higher Education; Loan Repayment; Paying for College; Postsecondary Education; Private Colleges; *Private Financial Support; Program Descriptions; Public Colleges; *State Aid; *Student Financial Aid; *Student Loan Programs; Universities
IDENTIFIERS- *North Carolina

This booklet introduces North Carolinian students to the variety of student financial aid programs which exist along with guidelines for applying for aid. The booklet lists and provides brief descriptions of federal-, state-, and privately-funded programs. Information given under each program are the eligibility requirements, the value of the program in terms of monetary support for tuition and any other financial assistance that is part of the package, the procedures for application, and where available, the repayment process and requirements. The appendix presents several lists of North Carolina postsecondary institutions, including community, senior, and bible colleges. Each institution's address and primary phone number are provided. An alphabetical index to financial aid programs is provided. (GLR)

ED 354 807 HE 026 226

Hinton, Samuel
The Learning Style Preferences of Students in Graduate School.
PUB DATE- 11 Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; *Graduate Students; Graduate Study; Higher Education; *Instructional Effectiveness; *Learning Processes; Questionnaires; Research; *Student Attitudes; *Teaching Methods

This paper discusses research designed to determine the learning style preferences of students in a graduate class. The theoretical backdrop for the study was that learning styles impact on both the academic achievement of students and the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Business; College Faculty; Comparative Analysis; Foreign Countries; *Governance; Higher Education; *Leadership Qualities; Organizational Climate; Organizational Effectiveness; *Organizational Objectives; *Policy Formation; Postsecondary Education; Tenure; *Universities
IDENTIFIERS- *Canada

This report discusses the differences between universities and business institutions and why they are different in handling their affairs. The premise of the report is that public universities must become more transparent if they are to receive adequate support from interested parties. Five main areas are discussed in a comparative assessment between these types of organizations. The first asks why universities rarely set specific goals toward which progress can be measured. The second concerns the problems and limited progress universities have made in measuring output and enhancing efficiency in teaching and research. Third is the role of competition in improving research and graduate teaching compared with the relatively weak competitive forces leading to improved undergraduate programs. The fourth area examines the reasons for complex committee structures, widely dispersed authority, and requirements for effective leadership. Finally, the paper examines some of the much-criticized features of academic appointments such as tenure, sabbaticals, irregular hours, and perceived high level of freedom. Contains 12 references. (GLR)

ED 354 826 HE 026 246

Johnson, David; And Others
U.S. Medical School Faculty, 1992. Faculty Roster System.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Age Groups; Comparative Analysis; Departments; Doctoral Degrees; Ethnic Groups; *Full Time Faculty; Graduate Medical Education; Higher Education; *Medical Education; *Medical School Faculty; *Medical Schools; National Surveys; Private Colleges; Professional Education; Public Colleges; Sex; Statistical Data; *Teacher Distribution

This publication provides statistical data concerning the distribution of approximately 85 percent of all active full-time U.S. medical school faculty, as reported by the schools themselves. Tables and figures present data concerning the overall faculty distribution by sex, ethnicity, rank, degree, and age. In addition, rank and degree distributions are presented according to ethnicity, age, and department, and these statistics are then further broken out by sex and presented in the category distributions of rank and tenure status, ethnicity and rank, ethnicity and degree, ethnicity and department, and degree and department. Additional tables list faculty distribution in postdoctoral research training by degree and department, Medical Doctor faculty by primary specialty, and the distribution of U.S. medical school faculty by specialty/subspecialty and by sex. The publication concludes with a list of 74 public and 52 private institutions by U.S. region. (GLR)

An Essential Guide to Graduate Admissions. A Policy Statement.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); *Admission Criteria; College Admission; Educational Finance; *Graduate Students; Graduate Study; Higher Education; Organizational Objectives; *Policy Formation; *Program Implementation; *School Policy; Selective Admission; Transfer Policy

This book brings together the essential aspects of good graduate admissions policies, procedures, and practices. It is maintained at the outset that graduate administrators and faculty should take an active approach to admissions, stating their program goals and priorities and the means by which they plan to realize them. The booklet goes on to cover first the organizational structure and management of admissions, looking at both centralized and decentralized models and comparing those models in the process of admissions. Next discussed is the issue of establishing admissions policies including philosophy, goals, and objectives, legal issues, application requirements and selection standards, and optional materials. Subsequent sections discuss admissions categories, readmission policies, transfer policies, advanced admission for undergraduates, and application to more than one degree program. A section on implementing admissions policies covers the admission decision, admissions processing, and the appeal process. The last three sections look at evaluating admissions policies, post-admission decision activity, and financial considerations (application fee, financial aid). Appendixes contain a Council of Graduate Schools resolution, examples from application materials, and a form to expedite admission. Includes a 22-item bibliography. (JB)

ED 354 845 HE 026 266

Gaffney, Nancy A.
Council of Graduate Schools. Proceedings of the Annual Meeting (31st, Washington, D.C., December 3-6, 1991).
PUB DATE- 6 Dec 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Codes of Ethics; Cultural Pluralism; Engineering Education; Financial Exigency; Financial Problems; Graduate Students; *Graduate Study; Higher Education; *Masters Degrees; Minority Groups; Science Education
IDENTIFIERS- *Council of Graduate Schools

Papers and panel discussions on a wide range of issues of concern to practitioners in the field of graduate education are presented in this conference report. The publication begins with the program of the meeting and then goes on to report the substance of three plenary and three concurrent sessions. Session titles are as follows: "A National Study of Master's Education"; "The Future of Academic Science: Report of a Study by the Government-University-Industry Research Roundtable (GUIRR) of the National Academies of Science & Engineering & the Institute of Medicine"; "Professional Values and Ethical Issues in the Graduate Education of Scientists & Engineers: A possible due to superior hardware capabilities. While the developments we are seeing are amazing, we are also finding uses for these new machines as fast as they are being developed. This article explores the evolution of microprocessors. It details the changes in data path size, miniaturization, instruction sets, use of alternative materials, and other innovations. It does this in a way that is intended to be understandable for the average classroom teacher and will allow teachers to see the fundamental differences that exist between various computer platforms and models within those platforms. Data about the different models of processors and a glossary of related terms are appended. (Contains 8 references.) (Author/ALF)

ED 354 864   IR 015 953

Model Educational Specifications for Technology in Schools.
PUB DATE- Mar 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Centers; Computer Assisted Instruction; Computer Networks; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; *Facility Guidelines; Learning Resources Centers; Local Area Networks; Models; Telecommunications; Video Equipment
IDENTIFIERS- Maryland; *Model Edspec

This description of the Model Edspec, which can be used by itself or in conjunction with the "Format Guide of Educational Specifications," serves as a comprehensive planning tool for the selection and application of technology. The model is designed to assist schools in implementing the facilities development process, thereby making electronic learning a reality in each and every school; to serve as a primer for incorporating electronic technology into the educational plan of a specific school; and to stimulate exploration beyond the current limits of technology. Based on 12 belief statements, the model is not intended to be prescriptive or restrictive, but to provoke thoughtful consideration of the school's requirements. The first section of the document describes electronic communications systems, including voice systems, video systems, data systems, and electronic networks. Building components, including structural, electrical, lighting, climate control, fire/life safety, security, and acoustics are addressed in the next section; and the third section discusses activity areas, including administration, food service, guidance, health, instruction, and the library media center. Three appendixes present electronic communications systems planning criteria; a technical overview of local area networks; and functional and space requirements. (ALF)

ED 354 865   IR 015 954

The New Audiovisual Education Media Training Curriculum. AVE in Japan No. 31.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Interactive Video; *Job Training; *Learner Controlled Instruction; Microcomputers; Models; Performance; Technological Advancement; Theories
IDENTIFIERS- *Electronic Performance Support Systems

The complexity of the modern workplace means that decision makers are entertaining the idea of providing employees with software applications that are designed to provide true support and on-the-job training from the employee's desktop computer. An electronic performance support system (EPSS) is the tool that can make such training a reality when it is needed. In describing an EPSS there are two areas to consider--the content and the components of the system. Ideally the components of a complex EPSS include a combination of hypermedia databases, expert systems, modular interactive training, a dynamic maintenance system, and other interactive software support applications, while a simple EPSS may include only a database and an online help system. Leaders of industrial training predict a need for a new paradigm of job-related training within the next few years. If the EPSS proves to be part of this approach, a theoretical base must be established. Strengths and weaknesses of the EPSS must be recognized. Employers and employees may not be ready to adopt a new mind-set on how training and support should be conducted on the job. Before the EPSS can be fully accepted, both technology and attitudes must change. (Contains 8 references.) (SLD)

ED 354 884 IR 016 016

Brandhorst, Ted
The Educational Resources Information Center (ERIC).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 28p.; Submitted for publication in the "Encyclopedia of Library and Information Science," Vol. 51, Suppl. 14, p208-225, 1993. Allen Kent, Ed., Marcel Dekker, Inc., 270 Madison Ave., New York, NY 10016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bibliographic Databases; Clearinghouses; Decentralization; Educational Research; Federal Programs; Futures (of Society); Information Dissemination; *Information Services; Publications
IDENTIFIERS- Chronology; Document Delivery; *Educational Information; *ERIC; Historical Background

This paper begins with an overview of ERIC that provides background on the system's decentralized structure, the bibliographic database, document availability, and ERIC publications. The historical development of ERIC from the early 1960s is described and illustrated with a chronology of selected major ERIC events from 1965 to 1991 and a table listing directors and host organizations of Central ERIC, the ERIC Clearinghouses and the ERIC Support Contractors during the same period. Three strategies that contributed to the evolution of ERIC are then discussed: decentralized structure, leveraging with the private sector to achieve database dissemination, and document delivery as an essential service. Policy emphases identified by a 1986-87 redesign study of ERIC are listed, together with strategies for accomplishing these goals; and a review of the current status of the system is given in the form of a statistical summary covering funding, acquisitions,

ED 354 903 IR 054 433

Eisenberg, Michael B.
Networking: K-12. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication (Thought Transfer); *Computer Networks; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; *Information Networks; *Instructional Innovation; Resources; *Telecommunications; *Teleconferencing
IDENTIFIERS- ERIC Digests

Long distance, or wide area, computer networking can change teaching and learning dramatically. Teachers and students with access to a computer, a modem, and phone lines are freed from the physical limits of a school building and time schedules. They can communication with peers and gain access to electronic resources, making individualized instruction and personal inquiry the norm. Network users can undertake three primary activities: electronic mail, computer conferencing, and accessing information from remote sources. Electronic mail enables teachers and learners to exchange information locally and worldwide. Network communication also makes it easy for groups of people to work cooperatively and share information without having to be in close physical proximity. Examples of information from remote sources available to students include research data and services related to drug and alcohol abuse from California's Drug and Alcohol Abuse Prevention Net, text of Supreme Court decisions, information on space flights and space science, and the full text of selected books through Project Gutenberg. User manuals, classes, and general reference works can help users master the basics of networking, including how to operate the computer, modem, and telecommunications software; how to connect to and communicate with a computer already linked to the network; and how to use the network to communicate with others. Finding a network with which to connect is not always easy. Options include local bulletin board systems, college and university systems, statewide and regional systems, school computer facilities, and commercial vendors. Brief descriptions and contact information for six network resources are included. (Contains 10 references.) (KRN)

ED 354 904 IR 054 488

Hammond, Carol, Ed.
Mapping the Future: Contributed Papers Presented at the ASLA-AEMA 1992 Joint Conference (Phoenix, Arizona, October 14-17, 1992).
PUB DATE- Oct 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Conference Papers; *Depository

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; *Employment Qualifications; *Librarians; National Surveys; *Public Libraries; State Agencies; State Legislation; *State Standards; Users (Information)

This survey examined the certification laws or plans for certification of public library personnel in the United States. Descriptions of state certification laws or plans were derived from state library manuals, from previous surveys, and from a telephone survey of representatives of state library agencies. Sixteen states have mandatory certification of two levels or more. Mandatory certification, without a defined plan, exists in seven states, although the procedure is inactive in some. Voluntary certification is found in 8 states, and 19 have no certification. This report lists states alphabetically and summarizes their certification requirements. A list of definitions and acronyms is included; and the appendix lists the library agencies of the 50 states, the District of Columbia, and the U.S. Department of Education. (SLD)

ED 354 924 IR 054 570

Hartness, Ann, Ed.
Biblionoticias. Numbers 1-34, 1980-1986.
PUB DATE- 92
NOTE- 117p.; "Biblionoticias" numbers 35-67, see IR 054 571.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; Higher Education; *Latin American Culture; Latin American History; *Latin American Literature; *Latin Americans; *Library Collections; Portuguese; Spanish
IDENTIFIERS- *Latin America; *University of Texas Austin

"Biblionoticias" is a series of brief bibliographies, usually less than 5 pages each, on Latin American topics. The bibliographies describe materials in English, Spanish, and Portuguese held by the Benson Latin American Collection of the University of Texas at Austin. Selected topics are periodically updated. The titles of numbers 1-34 are: (1) "Current Newspapers in the Benson Collection" (Michael Glaser); (2) "Newsletters about Latin America in English" (Susan Russell); (3) "Historic Art: Current Periodicals" (Laura Gutierrez-Witt, Carol W. Russell); (4) "The Chicana" (Elvira Chavaria); (5) "Current Latin American Newsmagazines" (Donald Gibbs); (6) "Subject Bilingual Dictionaries" (Ann Graham); (7) "Mexican-American Newspapers and Journals on Microfilm" (Jane Garner); (8) "Argentine History" (Sonia Merubia); (9) "Mexican American Periodicals" (Edna Dominguez); (10) "Business and Industry in Latin America" (Ann Hartness-Kane); (11) "Brasil 70" (Sonia T. Dias Goncalves da Silva); (12) "Chicano Film Favorites" (Elvira Chavaria); (13) "Brasil" (Sonia T. Dias Goncalves da Silva); (14) "The Mexican Election, 1982" (Sonia Merubia); (15) "Mexican Archives" (Donald Gibbs); (16) "The Falkland/Malvinas Islands" (Sonia Merubia); (17) "Science and Technology: Latin American Periodicals" (Carol Russell); (18) "Newspapers from Mexico on Microfilm" (Jane Garner); (19) "Petroleum in Latin America" (Laura Gutierrez-Witt); (20) "Contemporary Peruvian Literature" (Anne H. Jordan); (21) "Post-Revolutionary Cuban Periodicals" (Sonia Merubia); (22) "Migration in Latin America" (Laura Gutierrez-Witt); (23) "Central America: Sources of Current Information" (Ann Hartness-Kane); (24) "O Brasil No Limiar da Decada de 80" (Sonia T. Dias Goncalves da Silva);

ED 354 939 JC 930 109

Dickmeyer, Nathan; Cirino, Anna Marie

Comparative Financial Statistics for Public Two-Year Colleges: FY 1992 National Sample.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 51p.; For FY 1991 report, see ED 346 937.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)

DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; *Public Colleges; Questionnaires; School Personnel; School Statistics; *State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; *Two Year Colleges; Worksheets

This report, the 15th in an annual series, provides comparative information derived from a national sample of 544 public two-year colleges, highlighting financial statistics for fiscal year 1991-92. The report offers space for colleges to compare their institutional statistics with data provided on national sample medians; quartile data for the national sample; and statistics presented in various formats, including tables, bar graphs, and pie charts. Sections of the report discuss the following topics: (1) the background, objectives, and peer groups participating in the study, and methods for ordering reports, obtaining specialized data analyses, and responding to and using the report; (2) limitations of the study and explanations of study methods, including a consideration of the myth of the "typical" institution, and subsections on calculations, interpretation of proportions, medians and quartiles, means, and definitions; (3) categorization of the participating colleges by state and region; (4) revenues per credit full-time equivalent (FTE) student, and by revenue source; (5) expenditures per FTE student, and by academic and support function; (6) staffing data, including credit FTE student per FTE staff (grouped by staff function), and full-time to part-time staffing ratios; and (7) student characteristics, including credit classes distribution by class size, racial/ethnic status, age, gender, credit units enrolled, hours attended, and class level. Appendixes provide a list of participating colleges and their peer group classification and a user's survey for rating different aspects of the report. (PAA)

ED 354 940 JC 930 110

Cohen, Arthur M.

Analyzing Community College Student Transfer Rates.

PUB DATE- 14 Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

at three extension campuses, while evening centers are maintained at four area high schools. Also included are data on budget allocations for 1991 and patron use and acquisitions for 1988-1991, showing an increase of approximately 20% in number of reference questions answered, hours of computer center use, and circulation of audiovisual equipment from 1990 to 1991. The next two sections of the report detail the LRS mission, goals, and objectives for 1992, and present an action agenda for the future of the LRS, covering the divisions of Library Services, Instructional Technology, Instructional Development, and Technical Services. The final section reviews the steps used in program evaluation, including the annual distribution of surveys to LRS managers requesting information on objectives completed during the preceding year. Appendixes include survey instruments for students, faculty, and staff; a detailed explanation of operational imperatives; the performance review and feedback instrument for LRS managers; a summary of environmental influences; LRS site maps; and accreditation criteria. (PAA)

ED 354 956 JC 930 126

Cohen, Don, Ed.; Browne, Joseph, Ed.
The AMATYC Review, Fall 1992-Spring 1993.
PUB DATE- 93
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Mathematics; Community Colleges; Computer Simulation; Functions (Mathematics); Linear Programing; *Mathematical Applications; *Mathematical Concepts; Mathematical Formulas; *Mathematics Instruction; Mathematics Teachers; Technical Mathematics; Two Year Colleges

Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education, as well as regular features presenting book and software reviews and math problems. The first of two issues of volume 14 contains the following major articles: "Technology in the Mathematics Classroom," by Mike Davidson; "Reflections on Arithmetic-Progression Factorials," by William E. Rosenthal; "The Investigation of Tangent Polynomials with a Computer Algebra System," by John H. Mathews and Russell W. Howell; "On Finding the General Term of a Sequence Using Lagrange Interpolation," by Sheldon Gordon and Robert Decker; "The Floating Leaf Problem," by Richard L. Francis; "Approximations to the Hypergeometric Distribution," by Chitra Gunawardena and K. L. D. Gunawardena; and "Generating 'JE(3)' with Some Elementary Applications," by John J. Edgell, Jr. The second issue contains: "Strategies for Making Mathematics Work for Minorities," by Beverly J. Anderson; "Two-Year Mathematics Pioneers," an interview with Allyn J. Washington; "Using Linear Programming To Obtain a Minimum Cost Balanced Organic Fertilizer Mix," by Stephen J. Turner; "Problems Whose Solutions Lie on a Hyperbola," by Steven Schwartzman; and "The Shape of a Projectile's Path: Explorations with a Computer Algebra System," by John H. Mathews and Robert Lopez. (BCY)

ED 354 957 JC 930 127

Continuing Education Resource Manual, North Carolina Community College System.

bargaining agreement between the Maine Technical College System and the Maine Teachers Association Faculty Unit, a committee was formed at Northern Maine Technical College (NMTC) to review and refine the faculty evaluation process. To assess faculty perceptions of the current evaluation practices and criteria, the committee conducted a survey of all 47 full-time faculty at the college. The survey instrument listed potential uses of evaluation results and evaluation criteria and asked respondents to rate the extent to which these items were currently in use at NMTC and the extent to which they should be a part of NMTC's evaluation practices. In addition, respondents were asked to indicate the extent to which certain problems existed in NMTC's evaluation approach. Surveys were returned by 27 faculty for a 57.4% response rate. Major conclusions drawn from the study included: (1) evaluation data should be shared with faculty and coupled with a plan for improvement; (2) the six evaluation criteria highly favored by respondents were classroom effectiveness, curriculum development, reliability, innovative teaching, safety of the teaching environment, and interpersonal communication; (3) the reward system was seen as ineffective; and (4) faculty strongly viewed trust and communication issues as problems needing attention. An analysis of results by academic division, a description of different types of evaluation criteria, a review of the literature on faculty evaluation and teaching excellence, and the survey instrument are included. (PAA)

ED 354 973 JC 930 151

Ludwig, Meredith J.; Palmer, James C.
Guiding Future Research on the Community College Transfer Function: Summary of a National Seminar (Washington, D.C., September 21-22, 1992).
PUB DATE- Feb 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- College Outcomes Assessment; College Transfer Students; Community Colleges; Educational Philosophy; *Educational Research; Educational Researchers; Educational Trends; Institutional Research; Needs Assessment; Research Design; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students

In September 1992, a small group of experienced researchers met to identify areas of research and specific research hypotheses to guide further inquiry into transfer. Specifically, participants examined transfer as it relates to institutional mission, institutional organization, and access to education and identified various premises upon which hypotheses might be structured, including: (1) community colleges may reach a "tipping point" at which the balance of functional missions may be upset by an overconcentration on one or more components (career education, collegiate education, remediation, etc.) to the detriment of the remaining components; (2) institutional mission shifts over time, reflecting changes in the relative emphasis placed on various parts of the comprehensive community college curriculum; (3) student transfer from community colleges is a function of course content and expectations; (4) student participation in nontraditional educational experiences, such as military training or formal education provided by private industry, affects student interest in transfer; (5) through the organization and delivery of

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Classroom Environment; *Cooperation; *Elementary School Students; *Friendship; Grade 4; Intermediate Grades; *Interpersonal Relationship; Social Influences; *Writing Attitudes; Writing Evaluation; Writing Research
IDENTIFIERS- *Story Writing

In a study of children's production of narratives written in collaboration with a friend, with an acquaintance (nonfriend), or in an individual performance, a total of 64 fourth graders were asked to write stories over a 2-week period. The study was designed to address two questions: (1) How does the friendship relationship affect stories written by collaborating peers? and (2) Will stories written by collaborating friends be more or less mature than those written by collaborating nonfriends and individual authors? Subjects included 34 males and 26 females attending a magnet school in math- and science-oriented classes. A sociometric assessment was given to the children in each of the three participating classrooms. The students, each of whom wrote four stories, were divided into three groups: (1) those who wrote the four stories alone; (2) those who wrote the first story alone, then wrote twice with a friend, and then once more alone; and (3) those who wrote the first story alone, then wrote twice with a nonfriend, and then wrote alone again. Results indicated that social conditions affected certain characteristics of composition. Collaborating peers authored more qualitative stories, while collaborating friends added more affect and creativity to their texts. It is noted that the information in this paper is part of an ongoing study and should be considered preliminary. A reference list includes about 35 items. Appended are story prompts, the schema for coding stories, and information on the reliability of the coding. (HOD)

ED 354 992 PS 021 033

Nye, Barbara A.; And Others
The Lasting Benefits Study. A Continuing Analysis of the Effect of Small Class Size in Kindergarten through Third Grade on Student Achievement Test Scores in Subsequent Grade Levels: Fifth Grade. Technical Report.
PUB DATE- 92
NOTE- 54p.; Separately printed "Executive Summary" has been bound in. For the fourth grade Technical Report, see ED 338 440.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Class Size; Elementary Education; *Elementary School Students; *Grade 5; Language Arts; Longitudinal Studies; Mathematics; Minority Groups; *Small Classes; *Teacher Student Ratio; White Students
IDENTIFIERS- Lasting Benefits Study TN; Project STAR; *Student Teacher Achievement Ratio Project TN; Tennessee; Tennessee Comprehensive Assessment Program

Between 1985 and 1989, the Student Teacher Achievement Ratio (STAR) Project studied the effect of class size on student achievement in Tennessee schools. The study examined: (1) small classes of 13 to 17 students per teacher; (2) regular classes of 22 to 25 students per teacher; and (3) regular classes with a teacher's aide. The sample included students from kindergarten through third grade at inner-city, rural, urban, and suburban schools. Results showed achievement benefits for students from small classes over students from the other classes. A Lasting Benefits Study (LBS) is being conducted to in elementary and secondary schools. To successfully introduce an interdisciplinary curriculum, teachers and administrators need to: (1) integrate the curriculum; (2) incorporate subject areas; (3) select topics and themes; (4) adapt teaching practices; (5) schedule theme studies; (6) assess student learning; (7) involve parents and the community; and (8) deal with the inevitable conflicts and difficulties that arise. Seven examples of interdisciplinary curricula in schools and school districts across the country are profiled. Each example includes a brief description of the development of the curriculum, and the name, address, and telephone number of a contact person for the school or school district. (MDM)

ED 355 012 PS 021 175

Graue, M. Elizabeth
Ready for What? Constructing Meanings of Readiness for Kindergarten.
PUB DATE- Jan 93
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Curriculum Evaluation; Early Childhood Education; *Kindergarten; *Kindergarten Children; *Parent Attitudes; Program Evaluation; Report Cards; *School Policy; *School Readiness; Student Educational Objectives; Student Promotion; *Teacher Attitudes

This book examines the issue of school readiness, focusing on children's readiness for entrance into kindergarten and promotion to first grade. Chapter 1 reviews the literature on school readiness, exploring trends in policy related to readiness and readiness as a child-centered characteristic. Chapter 2 examines various theoretical frameworks for studying readiness. The research approach used in the study is outlined in chapter 3. Chapter 4 examines the kindergarten curriculum objectives and the district report card of a specific school district. Chapters 5 through 7 evaluate kindergarten programs at three different schools in the above-mentioned district. In these chapters, a discussion of the meaning of kindergarten uses information derived from classroom observations and interviews with administrators, teachers, parents, and students. In chapter 8, the meanings of kindergarten readiness in the three schools are compared, and some general conclusions about readiness and the kindergarten experience are presented. Six appendixes present: (1) the study design and elements; (2) school district core conceptual objectives for kindergarten; (3) examples of mathematics objectives; (4) a district kindergarten report card; (5) a tabular comparison of core conceptual objectives and the kindergarten report card objectives; and (6) a curriculum for early prevention of school failure. Contains 140 references. (MDM)

ED 355 013 PS 021 180

Starting School Ready To Learn. Questions and Answers on Reaching National Education Goal 1: "By the Year 2000, All Children in America Will Start School Ready To Learn." Resource Document.
PUB DATE- 92
NOTE- 24p.; Prepared by the Resource Team on National Education Goal 1.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

the important role of in-person experiences in the process of communicating information about schools to parents. Appended is a list of materials about schooling options. (MM)

ED 355 032 PS 021 219

Epstein, Joyce L.; And Others
TIPS: Teachers Involve Parents in Schoolwork. Language Arts and Science/Health. Interactive Homework in the Middle Grades. Manual for Teachers.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Health Education; *Homework; Junior High Schools; *Language Arts; Middle Schools; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Program Design; Program Implementation; *Science Education; Student Evaluation; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- Interactive Communication

Designed to help teachers promote a teacher-parent partnership process, this manual describes the Teachers Involve Parents in Schoolwork (TIPS) program in language arts, science, and health. The manual covers the TIPS Interactive Homework Process, focusing on overcoming obstacles, TIPS activities, the process of informing parents, and students' roles. A detailed description about ways to develop, implement, and evaluate a TIPS homework project is provided, and answers to 10 commonly asked questions that teachers and parents ask about TIPS interactive homework, and other types of parent involvement, are given. Appendices include descriptions of sample activities for language arts, science, and health, and a summary of research results on parent involvement. Ordering information for TIPS prototype activities in elementary math and science, and middle school language arts, science, and health, is included. (MM)

ED 355 033 PS 021 220

Halford, Graeme S.; And Others
Acquisition of Reasoning: A Computational Model of Strategy Development in Transitive Inference.
PUB DATE- 92
NOTE- 101p.; This work was supported by a grant from the Australian Research Grants Scheme.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Children; *Cognitive Development; *Cognitive Mapping; *Computer Simulation; Concept Formation; Critical Thinking; Foreign Countries; Models; Problem Solving; Schemata (Cognition)
IDENTIFIERS- *Analogical Reasoning; Ordering Operations; PRISM Programing Language; *Transitive Inferences

This paper describes a computer-simulation model of the way in which basic reasoning processes develop in children. The model,

DESCRIPTORS- *Experiential Learning; Extension Agents; Intermediate Grades; Interpersonal Competence; *Leadership; *Leadership Training; *Learning Activities; Outdoor Education; Program Descriptions; *Program Implementation; *Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Clubs

This manual was developed to assist youth ages 9-11 in developing lifetime leadership skills. The manual describes learning activities in the following areas: (1) understanding self and self-esteem promotion; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing, planning, and organizing; and (7) working with groups. The manual also includes general information about the project; definitions of the terms used in the manual; suggested goals for the project; and recommendations for choosing a helper to assist members in the learning activities. Each learning activity has three parts: (1) a short description of the activity and the leadership skill it relates to; (2) the directions for completing the learning activity; and (3) discussion questions. The manual includes a list of nine references and numerous illustrations. (LP)

ED 355 052 RC 018 988

Norman, Marilyn; Munson, Mary K.
Leadership Skills You Never Outgrow, Leadership Project Book II: Individual Skills for Older Members. Revised.
PUB DATE- Sep 92
NOTE- 72p.; For all five booklets in this set, see RC 018 986-990. A two-page "Helper's Guide" (LC-0630) has been appended to each volume.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Experiential Learning; Extension Agents; Interpersonal Competence; *Leadership; *Leadership Training; *Learning Activities; Outdoor Education; Program Descriptions; *Program Implementation; Secondary Education; *Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Clubs

This manual was developed to assist youth in grade 7 (age 13 and beyond) in developing leadership skills. The aim of the project is the development of lifetime skills related to leadership. The manual describes 75 learning activities in the following areas: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing; and (7) working with groups. The guide also includes general information on the project; information on leadership and an explanation of leadership life skills; definitions of terms used in the guide; suggestions for developing individual project goals; recommendations for choosing a helper to assist in learning activities; a personal leadership skill assessment guide; and practical applications of leadership skills. Each learning activity description includes specification of the type of leadership skill to be learned and participants to involve (group or individual with a helper); a brief description of the activity; instructions for conducting the activity; and discussion questions for interpreting the process. This manual includes a list of 16 references. (LP)

ED 355 053 RC 018 989

independence or true self-determination. The BIA is a rigid autocratic bureaucracy whose policies are formed in response to changing political fashions and whose institutional structure creates conflicts of interest over natural resources on Indian lands. The BIA's deficiencies are demonstrated in two case studies examining Northern Cheyenne coal resources and land rights and Paiute water rights near the Nevada/California border. This report then traces the history of Indian-White relations and developments in federal Indian policy, concentrating on the Dawes Act, the Meriam report, and policy changes from the Nixon to the Reagan presidency. Despite encouraging changes in governmental attitudes, as evidenced by Presidential proclamations and federal legislation, the majority of Americans continue to hold stereotypes that leave them unprepared for Indian demands and aspirations. The best hope of avoiding a backlash lies in educating non-Indians about the culture, history, and current predicament of Native peoples. (SV)

ED 355 072 RC 019 027

Supahan, Sarah, Ed.
Indians of Northwest California: History/Social Science and Literature Based Curriculum Units.
PUB DATE- 92
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indians; *American Indian Studies; Class Activities; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Instructional Materials; *Learning Activities
IDENTIFIERS- *California (Northwest); Chimariko (Tribe); Hupa (Tribe); Karuk (Tribe); Yurok (Tribe)

This curriculum guide was developed to provide material about the Indian culture of Northwest California for students in grades K-6. Many of the units were developed for a specific grade, but can be adapted for older or younger children. The material can be integrated with such curricular areas as language, literature, social studies, science, and math. The first seven units, designed to adhere to the California State History and Social Science Framework, can be used as a supplement to the adopted text. Subjects include education, tribal law, technology, housing, and traditional food. The last five units correspond to the California State English and Language Arts Framework. Each of the units center on a traditional Native American story. For three of the units, a corresponding video is available. All units include objectives and rationale for the material; background information about the culture of the Indians of Northwest California, particularly the Hupa, Karuk, Yurok, and Chimariko tribes; learning activities that follow the main theme of the unit; endnotes and a bibliography; and unit quizzes. This guide contains numerous photographs and maps. (LP)

ED 355 073 RC 019 050

Dorrell, Larry D.
Just Take Your Time and Keep It between the Lines: Rural

decontextualized questions posed were revised into concrete, contextualized problematics; and their ideas were framed by the context of the workshop and carpentry tools. Comparison, using the senses of touch and sight, was preferred to measuring and usually resulted in optimal solutions. To solve a problem such as "How many table legs can be cut from this plank?" spatial visualization practices were used to construct functional units, producing an optimal result that could not be obtained with formal procedures. The results are presented as a series of 20 narrative episodes, followed by an analysis. The epistemological, educational, and methodological implications of these results are discussed. (Contains over 100 references.) (Author)

ED 355 090 SE 053 178

Tharp, Marcia L.; Uprichard, A. Edward
A Problem-Solving Inquiry-Oriented Approach to Learning Mathematics: Student/Teacher Interactions of Rule-Based Learners.
PUB DATE- Apr 92
NOTE- 70p.; Paper presented the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992). Based on Ph.D. Dissertation, University of South Florida.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Attitude Measures; Case Studies; Cognitive Development; Cognitive Processes; Geometry; High Schools; High School Students; *Inquiry; Learning Processes; *Learning Strategies; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Problem Solving; School Surveys; Secondary School Teachers; *Student Attitudes; Teacher Behavior; Teacher Role; *Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Procedural Reasoning

Recent calls for mathematics instruction reform recommend that a problem-solving inquiry-oriented (PSIO) classroom environment be established. Students, however, may view mathematics as a static, ruled-based discipline that runs counter to the PSIO approach. A study examined the student/teacher interactions as seen from the viewpoint of five honors geometry students holding a rule-based viewpoint of mathematics as they participated in a PSIO approach to learning mathematics for an entire year. A case study methodology was employed to gain insight into students' beliefs, thinking, and behavior. Results are reported according to themes that emerged concerning the students' beliefs about understanding mathematics, learning priorities, learning strategies, and mathematical power. Findings indicated that rule-based learners in the PSIO environment: (1) chose to ignore opportunities to think about relationship and concepts in-depth; (2) used inappropriate cues based on emotion and external factors to decide when understanding is achieved; and (3) remain uninvolved in their learning and became more passive towards the end of the study. Appendices provide definitions, teacher observation checklists, and a student survey. (Contains over 100 references.) (MDH)

ED 355 091 SE 053 179

Connell, Michael L.; And Others
True Collaboration: An Analysis of an Elementary School Project

the use of manipulatives. The primary goal was to provide mathematics manipulatives to teachers that would assist in helping at-risk and targeted students. A secondary goal was to offer teachers and parents other strategies to help the identified at-risk and targeted students. An inservice workshop was conducted to familiarize teachers with teacher-made mathematics manipulatives and strategies that would be used during an 8-month implementation period. Monthly memos, peer tutors, computers, bulletin boards, morning math activities, and parent and teacher surveys were also used. There were 5 behavioral objectives to be attained by at least half of the 65 at-risk and targeted students of the study at the end of the 8-month implementation of the practicum: (1) improvement on students' 1990-1991 and 1991-1992 Program of Studies (POS) scores; (2) improvement on their second and fourth quarter report card grades; (3) improvement on data collected from the end of year survey; (4) improvement in use of mathematics manipulatives; and (5) 4 out of 7 teachers would be able to use mathematics manipulatives to effectively help at-risk and targeted students in identified mathematics objectives. Comparisons of the POS scores and students' grades indicated an increase in test scores and letter grades. Parent surveys collected corroborated the success of the students' progress and use of manipulatives. The results from the teacher checklists and survey indicated frequent use of manipulatives and other strategies. Appendices include teacher and parent surveys, a list of teacher-made manipulatives, a teacher questionnaire, a quarterly data collection sheet, a strengths and weaknesses table, and a log of unexpected events. (MDH)

ED 355 108 SE 053 435

International Environmental Research and Assessment: Proposals for Better Organization and Decision Making.
PUB DATE- Jul 92
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Decision Making; *Environment; *Environmental Research; Global Approach; Government Role; *International Communication; *International Cooperation; Models; *Research; *Science and Society; Sciences; Tables (Data)
IDENTIFIERS- *Advisory Systems; Environmental Communications; Environmental Issues; Environmental Trends

There is a conflict between the growing burdens that humans place on the environment and the resources of knowledge and money at hand to modify and adjust these burdens. Growth in population and economic activity suggests that simply keeping pace with environmental needs is likely to become harder. This report focuses on institutions for the development of knowledge about environmental problems and for the synthesis and assessment of this knowledge for the purpose of informing policy. Proposals made in the report include a recommendation to strengthen the international assessment of environmental issues and the integration of scientific and technical assessments in international policy-making. One suggested approach is through building the advisory capacity of such international nongovernmental scientific organizations as the International Council of Scientific Unions. Another approach would be to strengthen the role played in countries other than the U.S. by foreign counterparts of the U.S. White House Office of Science and Technology Policy, the Congressional Office of Technology

Justice in South Africa: A Handbook. South African Information Exchange Working Paper Number 18.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Nov 91
NOTE- 156p.; For related documents, see SO 954-955 and ED 350 234.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; *Change Agents; *Developing Nations; Foreign Countries; *International Organizations; International Relations; *Social Action
IDENTIFIERS- Europe; *Nongovernmental Organizations; Social Justice; *South Africa

This handbook explores Europe's nonprofit nongovernmental organizations (NGOs) that have been working for change in South Africa and now are engaged, or planning to engage in the economic, social, and human resource development of a democratic South Africa. The purposes of the document are to: (1) illuminate for both donor agencies and groups seeking support the complex framework in which the NGOs operate; (2) clarify sources of financial, technical, and informational assistance for sustainable development programs in South Africa; and (3) draw lessons from development policies and experiences taken from the narrative. After an introduction, the report presents the institutional framework, describing both the intergovernmental organizations and the international nongovernmental networks of which it consists. This is followed by the core section of the document, a country-by-country description of European NGOs working with or for South Africa, arranged alphabetically by country from Belgium through the United Kingdom. A concluding section highlights recurring development issues and implications. An attached glossary provides a list of abbreviations for the NGOs discussed in the text. (LBG)

ED 355 126 SO 022 357

Remer, Jane
Changing Schools through the Arts: How to Build on the Power of an Idea.
PUB DATE- 90
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Community Action; *Community Development; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Policy Formation

This book examines the place of the arts in the schools and how to establish that place. The document makes the case for the role of the visual arts, music, dance, drama, architecture, and aesthetics in educating boys and girls while simultaneously using the arts as a vehicle for school renewal. A special focus of the book is the rational for, and the development and progress of, the Arts in General Education (AGE) programs and

Micou, Ann McKinstry
Foreign Mission Funding in South Africa. South African Information Exchange Working Paper Number 21.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Jul 92
NOTE- 30p.; For a related document, see SO 022 955.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Foreign Policy; Government Role; *International Programs; *International Relations
IDENTIFIERS- *South Africa

This volume is an update of a 1990 report that described the guidelines of various foreign governments for internal funding programs for their missions in South Africa. Of the 18 participants, 16 were the embassies of Australia, Austria, Great Britain, Canada, Denmark, Finland, France, Germany, Greece, Israel, Italy, Japan, the Netherlands, Norway, Spain, and Switzerland; the two others were the Swedish Legation and the United States Agency for International Development. Each report on the individual missions provides an introduction, a listing of program sectors, a description of funding mechanisms, and the names and addresses of persons to contact for further information. (LBG)

ED 355 147 SO 022 955

Micou, Ann McKinstry
South Africa-Related Initiatives of Intergovernmental Organisations (IGOs): A Primer. South African Information Exchange Working Paper Number 22.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Sep 92
NOTE- 48p.; For a related document, see SO 022 954.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; Foreign Countries; *International Organizations; *International Programs
IDENTIFIERS- *South Africa; *United Nations

This report explores the role of intergovernmental organizations (IGOs) in South African anti-apartheid initiatives. The document identifies those IGOs that are involved or plan to become involved in financial and/or technical assistance to programs related to post-apartheid South Africa. Following an introduction, the report identifies and describes United Nations (UN) groups and other multilateral agencies involved in the region. Among the many groups discussed are the UN Special Committee against Apartheid, the UN Volunteers, the Transnational Corporations and Management Division, the African Development Bank, and the Southern African Development Community. The activities and objectives of each group or unit are described, and names and addresses of persons to write to for further information are provided. (LBG)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Instructional Materials; *International Educational Exchange; International Programs; Learning Activities; Resource Materials; Social Studies; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Antarctica; Global Education

In 1980 the members of the Pacific Circle Consortium (Australia, New Zealand, the United States, Japan, and Canada) considered a proposal from the Tasmanian Education Department for a project to develop a curriculum framework and teaching materials about the Antarctic. The outcome was the Antarctic Project conducted jointly by Australia and New Zealand with participation from Tasmania and the Curriculum Development Center of Canberra, Australia. This document provides background on the Antarctic Project and development of the materials, explaining the Project's "resource-led" approach and its conceptual base. A resource-led approach implies that the materials are not a course of study, but are designed to be capable of incorporation into classroom situations and to stimulate students interest and awareness of the Antarctic. Among the concepts that occur throughout the materials are challenge, survival, and dependence. The materials developed under the Antarctic Project are discussed in detail and include both teacher materials such as "Antarctica: Discovery & Exploration" and student materials such as "The Adventures of Salik the Husky." Practical suggestions for classroom approaches to teaching about the Antarctic are given including sections on preparatory learning and examples of three approaches: a cross-curricular approach for younger learners, a 2- to 4-week modular approach for middle grades, and an approach for secondary students involving teaching the materials within a social sciences curriculum or as a unified short course. A copy of the Antarctic Treaty, a bibliography and resource list, including films and other visuals, and a simple outline map of Antarctica that can be reproduced for classroom use also are included. Numerous photographs illustrate the text. (DB)

ED 355 168 SO 023 067

American Indian Tribal Governments. Revised.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; Federal Indian Relationship; Governmental Structure; High Schools; Learning Activities; Middle Schools; Secondary Education; *Social Studies; Teaching Methods; *Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- *Wisconsin

A 2- or 3-day activity for middle and high school students, this unit is designed to familiarize students with the concept and reality of tribal governments as they exist today in American Indian tribes. Objectives are to enable students to: (1) become aware that American Indian tribal governments, people, and reservations exist in the United States and in the State of Wisconsin; (2) be able to discuss the relationship that exists between tribal and other forms of government in American society; (3) learn aspects of U.S. and Wisconsin history that approach to HIV education in schools. The manual begins with a review of basic facts about acquired immune deficiency syndrome (AIDS) and the medical spectrum of HIV infection. The next chapter meshes educational and behavioral principles to present a theoretical base for multidisciplinary education. Prevention strategies for school and community are then presented, covering: the specialized roles of school and community personnel; suggested activities for each group; lists of resource organizations, books, videotapes, and other media; and sample program planning and evaluation sheets. Peer education is the focus of the next chapter, with steps in initiating a peer education program and descriptions of model programs. The final chapter presents student skills for prevention of HIV infection, including models and class exercises for teaching decision making, problem solving, refusal, communication, and assertiveness. Appendices provide disease prevention guidelines, curriculum evaluation criteria, library resource lists that cite and annotate 16 books for children and youth and 8 books for adults working with youth, a self-instructional packet (pretest and posttest), position statements, school district policies, and an education programming survey form. (JDD)

ED 355 187   SP 034 237

Gans, Janet E.; And Others
America's Adolescents: How Healthy Are They? Volume 1. Profiles of Adolescent Health Series.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Child Health; *Health Promotion; Health Services; Injuries; *Life Style; *Physical Health; *Risk; Secondary Education; Student Behavior; Substance Abuse; Violence
IDENTIFIERS- American Medical Association; Morbidity; Sexually Transmitted Diseases

Many adolescent health problems are linked with educational performance, family relationships, poverty, and the general lifestyles that adolescents experience in their communities. Although serious, chronic medical and psychiatric disorders affect about 6 percent of the adolescent population, many more adolescents are at risk for death and for poor health outcomes that are not primarily biomedical in origin. The "social morbidities" (suicide, homicide, substance abuse, sexually transmitted diseases, unintended pregnancy, and HIV/AIDS) are primarily the result of social environment and/or behavior. Medical and social science research has revealed two disturbing trends: many health problems are affecting adolescents at younger ages; and many adolescents are simultaneously involved in several health-threatening behaviors. Chapter 1 of this volume examines the prevalence and severity of adolescent health problems and whether adolescents are getting the health services they need. Chapter 2 describes how violence, physical and sexual abuse, drug use (including alcohol and tobacco), and sexual activity threaten the well-being of adolescents. Chapter 3 reveals trends in adolescent health, how it has improved and how it has gotten worse. Chapter 4 identifies the degree to which adolescents are at risk for health threats depending on age, race, sex, and family income. Chapter 5 describes efforts by public and private groups and suggests items for organized medicine's agenda to improve adolescent health. (IAH)

IDENTIFIERS- Portland School District OR

This guide was developed by the Portland (Oregon) Public Schools to assist district administrators and teachers, grades 9-12, to comply with federal and state mandates to develop and implement a plan for alcohol and other drug prevention instruction. The guide is based on the district-adopted curriculum, "Here's Looking at You, 2000," which includes instruction in three domains: cognitive/information, affective/bonding, and behavioral/skills. Included in the guide is a high school planning matrix and a topic summary, with content areas (physical education, social studies, science, and health) for each topic identified. Recommended learning outcomes are outlined for health education, physical education, social studies, science, and special education. For each content area, additional resources are suggested. The appendices include: the Oregon Administrative Rule which mandates implementation of alcohol and other drug use prevention instruction; a paper, "Risk and Protective Factors for Alcohol and Other Drug Problems in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention"; and a reprinted article, "Knowing What To Do--and Not To Do--Reinvigorates Drug Education." (IAH)

ED 355 205 SP 034 337

Johnson, Beverly
Teacher-As-Researcher. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Action Research; *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Faculty Development; Participative Decision Making; *Policy Formation; School Restructuring
IDENTIFIERS- Collaborative Research; ERIC Digests; Reform Efforts; *Teacher Researchers

In the spirit of educational reform efforts, this digest examines the concept of teacher-as-researcher, a concept rooted in action research. Action research is designed, conducted, and implemented by teachers themselves to improve teaching in the classroom. The research is often a collaborative activity promoting reflective teaching, critical inquiry, self-evaluation, and professional dialogue, thereby creating a more professional culture in schools. Action research has been employed for various purposes including school-based curriculum development, system planning, and policy development. The current school restructuring movement has site-based, shared decision-making at its core; therefore, it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts, attending more carefully to methods, perceptions, understandings, and the whole approach to the teaching process. Action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of options and possibilities for change forcing the re-evaluation of current theories and influencing what is known about teaching, learning, and schooling. (Contains 16 references.) (LL)

ED 355 206 SP 034 338

widespread native language literacy, the publication of native language materials, and ultimately the preservation of the Dene languages in a technological era that places high demands for literacy and depends on the print media for the retention and transmission of information. This paper reports on the Dene languages and writing systems in the Northwest Territories, the Dene alphabetic system, and types of and rationale for standardization. Recommendations deal with five broad orthographic issues: alternate pronunciations, alphabet symbols, use of symbols, word divisions, and punctuation. The concluding paragraphs note that the Dene Standardization Project is a model for other language groups undertaking orthographic standardization. (LB)

ED 354 769 FL 020 988

Friesen, John W.; And Others
The Stoney Indian Language Project.
PUB DATE- Jun 89
NOTE- 10p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Languages; Books; Childrens Literature; Foreign Countries; Legends; *Orthographic Symbols; Romanization; *Written Language
IDENTIFIERS- Alberta; *Assiniboine; *Assiniboine (Tribe); *Stoney Indian Language Project AB

Efforts by Canada Natives to put their languages into standard written formats and to use Native languages with their children are discussed in this review of the Stoney Indian Language Project. The Stoney community is centered at Morley, Alberta (Canada), and the population of the three bands--Bear's Paw, Chiniki, and Goodstoney--is nearly 2,700. The tribe is a member of the Assiniboine branch of the Siouan language family. In 1965, the Stoney Tribal Council entered into an agreement with the Summer Institute of Linguistics to develop a writing system for the Stoney language, and a standard alphabet was devised following the Roman orthography tradition. The first stage of the Stone Language Project resulted in the preparation of six books for both adults and children, as well as a videotape version of one of them for use with third graders. Each of the Stoney legends in the booklets was told by an Elder and the accompanying illustrations are by Stoney artists. These activities and additional work on legends are described. Contains 15 references. (LB)

ED 354 770 FL 020 989

Leap, William
Written Ute English: Texture, Construction, and Point of View.
PUB DATE- Jun 89
NOTE- 15p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

The Bosnians: An Introduction to Their History and Culture. CAL Refugee Fact Sheet Series No. 8.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Mar 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art; Cultural Traits; Educational Background; *English (Second Language); Foreign Countries; History; Music; Pronunciation; Religion; Second Language Instruction; *Serbocroatian; Social Structure; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Bosnia and Herzegovina; Croats; *Muslims; Serbs

This booklet is a basic introduction to the people, history, and culture of Bosnia (a republic of the former Yugoslavia), with a particular focus on Bosnian Moslems. The booklet is designed primarily for American service providers and sponsors. Particular sections address the following: the Bosnian people; geography; history; educational and vocational backgrounds of Bosnians; religion; art; food and dress; festivities; names; social structure; knowledge of English; the Serbo-Croatian language (pronunciation, articles, nouns, prepositions, and implications for English-as-a-Second-Language (ESL) study. Appended materials include an annotated bibliography; ESL resources a glossary; information on music, pronunciation, and names; and basic Serbo-Croatian vocabulary. (VWL)

ED 354 789 FL 021 082

Peyton, Joy Kreeft
Dialogue Journals: Interactive Writing To Develop Language and Literacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Classroom Techniques; *Dialog Journals; Elementary Secondary Education; *English (Second Language); *Journal Writing; *Literacy; Literacy Education; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest focuses on the use of dialogue journals for developing the language and literacy skills of students of all ages learning English a Second Language. Dialogue journals are written conversations in which students and teachers communicate on a regular basis. Students write as much as they choose, and the teacher writes back, responding to questions, introducing new topics, or asking questions. The idea is to encourage students to use written English and not to focus on error correction. Students have the opportunity to use English in a non-threatening atmosphere in interaction with a proficient English speaker. Dialogue journals are now being used in a range of educational settings--with children and adults, with both native and nonnative English speakers, and in teacher and volunteer training programs. Sample dialogue journal entries are provided, as well as general information on the benefits and logistics of using dialogue journals. (VWL) teaching effectiveness of the instructor. Fifteen students, ranging in age from 23 to over 37, in a research methods in education course, participated in the study by completing a 10-item personal theory of learning inventory. Survey questions inquired as to the student's preference for informal teacher presentations, the provision of structure in learning, and attitudes toward note-taking, textbook reading, studying, norm-referenced grading, listening to other students' ideas, small group discussions, essay examinations, and independent investigation of topics. Results showed the class preferred an orderly presentation of materials interspersed with structure, drill, and practice. They did not like to read textbook type material or to study for tests, but they did like essay type questions and listening to the ideas of other students. Overall, the results showed that the learning style theory was useful in classroom practice at the graduate level because a knowledge of students' learning style empowered the instructor to modify teaching and adapt individual teaching style for the benefit of the individual students. Contains 21 references. (GLR)

ED 354 808 HE 026 227

Courtney, Daria Paul; And Others
The Effect of Cooperative Learning as an Instructional Practice at the College Level.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992). Uneven quality print may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Classroom Environment; Comparative Analysis; *Cooperative Learning; Graduate Students; *Graduate Study; Higher Education; Self Efficacy; Statistics; *Student Attitudes; Student Motivation; Surveys; *Teaching Methods

The purpose of this study was to determine the effects of cooperative learning on the attitude and achievement of teachers enrolled in a graduate statistics course. Thirty students received instruction from a faculty member fully trained in cooperative learning methodology. A nine-item survey was administered at the conclusion of the course. Responses were tallied as either positive or negative on factors related to cooperative learning techniques used throughout the semester. Examination scores were compared to those of a comparable group of students taking the same course with another instructor using traditional lecture methods. Results of the survey indicated that 96 percent of the students felt increased support and a reduction in anxiety. Students also felt their comprehension of statistics was augmented by participation in group exercises. T-tests performed on examination scores revealed no significant differences between the two classes. Despite the fact that significant differences in achievement were not evidenced between the two teaching methodologies, the qualitative data suggest that cooperative learning techniques positively influenced student motivation, self-efficacy, level of anxiety, and sense of social cohesiveness. Contains 20 references. (Author)

ED 354 809 HE 026 228

ED 354 827 HE 026 247

Participation of Women and Minorities on U.S. Medical School Faculties, 1980-1990. Faculty Roster System.
PUB DATE- 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Age Groups; Comparative Analysis; Departments; Ethnic Groups; *Full Time Faculty; Graduate Medical Education; Higher Education; Medical Education; *Medical School Faculty; *Medical Schools; *Minority Group Teachers; Professional Education; Sex; Statistical Data; *Teacher Distribution; *Women Faculty

This statistical report, one of a series published every 3 years since 1975, consists of distribution data regarding medical college faculty by sex, ethnicity, degree, department, academic rank, age, tenure status, and year of first faculty appointment. It is organized into three sections, of which the second two constitute the bulk of the document. The first section includes a textual and graphic summary of data. The second section contains the data tables, and the third section presents a set of appendices reflecting other data breakdowns. Overall, the statistics indicate that as the faculty has grown between 1980 and 1990, women have joined in great numbers, especially at the assistant professor rank, and their percentage representation has sharply increased. However, a large differential in rank achievement still exists when promotions of men versus women hired at the same time are examined. Significant gains in faculty are shown in the primary care specialties of Internal and Family Medicine and in Pediatrics. In addition, these departments show the most significant growth for minority participation; in most other areas, smaller though solid gains are shown in faculty growth. (GLR)

ED 354 828 HE 026 248

Bickel, Janet; Quinnie, Renee
Building a Stronger Women's Program. Enhancing the Educational and Professional Environment. Second Edition.
PUB DATE- Jan 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; Educational Quality; Graduate Medical Students; Higher Education; Leadership; *Medical Education; Medical Schools; Policy Formation; Postsecondary Education; *Professional Development; *Professional Education; Program Descriptions; *Program Development; *Salary Wage Differentials; *Sexual Harassment; Women Faculty

The first edition of this handbook provided descriptions of the existing offices for women in medicine at 6 medical schools and examples of the programs in place at about 50 additional schools. The goals of both the first and second editions are the same: to give support and ideas to Women Liaison Officers (WLOs). The second edition, however, goes well beyond its

Report on the Acadia Institute/CGS Project"; "Diversity through International and Minority Constituencies. Striking the Balance"; "Changing Role of Research in Master's Programs"; and "What To Do When Money Runs Out: The Administration of Graduate Education Under Conditions of Severe Fiscal Constraint: Values and Options." Speakers and panelists whose remarks appear in this report are: Nils Hasselmo, Don I. Phillips, T. Alexander Pond, John D. Wiley, Elizabeth Baranger, Gary Judd, Frank L. Morris, Sr., Mary Peterson, Elaine L. Cohen, Suzanne Reid-Williams, Donald N. Langenberg, Robert F. Jensen, M. I. Johnson, and Debra W. Stewart. Also reported are the awards presentation at a conference luncheon and details of a business meeting held during the conference at which the president of the Council of Graduate Schools (CGS), Jules B. LaPidus, delivered the annual Presidents Report. Final sections contain lists of officers and committees, a list of regional associations of graduates schools affiliated with the CGS, the Constitution of the CGS, its bylaws, a list of member institutions, and a list of sustaining and contributing members. (JB)

ED 354 846   HE 026 268

A Management Review of the Institutions of Higher Learning: Commissioner's Office, University Foundations and Athletic Programs.
PUB DATE- 12 Mar 93
NOTE- 294p.; Portions of appendix contains marginally legible print.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Athletics; Compliance (Legal); *Educational Finance; Endowment Funds; Ethics; Governance; Higher Education; *Program Evaluation; *Resource Allocation; State Colleges; State Legislation; State Universities
IDENTIFIERS- *Mississippi

A state mandated evaluation study was done of certain programs and activities of the Mississippi Commissioner's Office of the Institutions of Higher Learning (IHL) including the Commissioner's Fund and operations of university foundations and athletic programs. This report presents findings, recommendations, and documentation, as well as responses of the various agencies and institutions under review. The evaluation found that the Board of Trustees of Institutions of Higher Learning does not fulfill its duty to assure that funds available to the Commissioner and donated to universities are spent efficiently and according to donor intent. The board also fails to assure efficient use of money donated to and earned by university athletic departments. University officials oppose state oversight of university/foundation fiscal practices. In addition, university officials receive additional compensation from university foundations and the Commissioner receives additional compensation from the Commissioner's fund both without legal authorization from the IHL board of trustees. The report finds that university administrators used public funds to finance football bowl game entertainment and gratuitous travel for officials other than coaches and students. Administrators also use unrestricted foundation donations for gratuitous travel, entertainment, and gifts to IHL board members and the Commissioner. The evaluation also found that university foundations routinely contract with businesses in which foundation board members have economic interests and athletic directors divert revenues into private corporations

(055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Instruction; *Curriculum Development; *Curriculum Evaluation; *Educational Media; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Standards; *Teacher Education
IDENTIFIERS- Japan

This report describes the New Standards for an Audiovisual Education Media Training Curriculum issued in 1992 by the Japanese Ministry of Education, Science and Culture. Differences between the new standards and the original standards are examined in the following areas: (1) the 1973 curriculum standards and subsequent changes; (2) background behind the revision of the training curriculum, including trends in educational media, teacher training and educational media studies, new teachers and training in educational media, and revision of the course of study and developing skills in data application; (3) basic directions for the new training curriculum standards; and (4) audiovisual education media training curriculum standards, including general provisions and areas for training within Curriculum I (i.e., basic knowledge and skills for various educational media) and Curriculum II (i.e., knowledge and skills for conducting training). (ALF)

ED 354 866 IR 015 955

David, Jane L.
Partnerships for Change. Research.
PUB DATE- Oct 92
NOTE- 15p.; Summary of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Computer Assisted Instruction; *Educational Change; Educational Research; Educational Strategies; Educational Technology; Elementary Secondary Education; Longitudinal Studies; Research and Development; *School Business Relationship; School Restructuring
IDENTIFIERS- *Apple Classrooms of Tomorrow

Based on visits to four Apple Classrooms of Tomorrow (ACOT) sites in the spring of 1990 and interviews with Apple ACOT staff, this paper represents the first round of a 3-year study for Apple Computer, Inc., about the role of ACOT in educational restructuring. An overview of the ACOT project is presented, and the evolution and structure of ACOT partnerships are addressed. Findings from the research related to the cultivation of a collaborative partnership are then discussed, including a new definition of access to technology; changing classroom practices; classrooms and the school culture; research and development in school systems; and tensions between business and education. The concluding section considers implications for business-education partnerships. (Contains 6 references.) (ALF)

ED 354 867 IR 015 956

Parker, Doris; Benton, Linda
South Carolina 2000...Getting There with Instructional Television. A Correlation of South Carolina's Instructional Television Resources to the National Education Goals for the

database input, microfiche distribution, publications, information requests, database users, and service providers through the year 1991. That same year was also the year of ERIC's 25th anniversary, and the article concludes with a consideration of ERIC initiatives for the rest of the 1990s, including: the identification, development, and dissemination of materials pertaining to the national education goals; full-text delivery of education materials; diversification of funding sources; coverage and delivery of non-print materials; expanded international activities; the promotion of increased collaboration through the activities of the ERIC Research and Development Partners; greater comprehensiveness of bibliographic coverage; and value-added services. (Contains 10 references.) (MSE)

ED 354 885 IR 054 390

David, Indra M.
Librarians' Occupational Stereotype: Will It Ever Change?
PUB DATE- 92
NOTE- 13p.; Paper presented at the National Conference of the Association of College and Research Libraries (6th, Phoenix, AZ, April 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Change; Comparative Analysis; Futures (of Society); Higher Education; *Interest Inventories; *Librarians; Occupational Surveys; *Personality Assessment; Personality Studies; Public Libraries; Special Libraries; Statistical Analysis; *Stereotypes; Vocational Interests
IDENTIFIERS- *Personality Types

The purpose of this study was to investigate whether the vocational interests and personality patterns of today's academic librarians are more like the traditional stereotype (i.e., that librarians are conventional, conservative, rigid types) or are beginning to change due to the changing nature of the profession and its work environment. To determine the impact of these changes, the personality patterns and vocational interests of academic, database, and systems librarians were compared to those who comprise the professional norm. The norm consisted of public school, special, and college librarians in the same proportion as in the general population of Michigan librarians. A total of 380 Michigan librarians were mailed the Strong Interest Inventory (SII) Form T325 and a fact sheet for demographic data from which 213 useable responses were received. Analysis of variance and T-tests were performed to test for differences on the SII scales between the professional norm and the three librarian samples. Unlike earlier studies, this study indicated that today's librarians are dominant on the artistic theme. There were no statistically significant differences in vocational interests or personality patterns between today's academic librarians and the occupational norm for librarians in general, nor between academic librarians and those working in technological environments of any type. (Contains 14 references.) (KRN)

ED 354 886 IR 054 391

Kuo, Ming-Ming Shen
Library Support for Academic Program Review--From an Evolving Local Model to What's Beyond.
PUB DATE- 92

Libraries; Educational Trends; Evaluation Methods; Federal Government; Futures (of Society); Higher Education; Information Networks; Library Associations; Library Automation; *Library Instruction; *Maps; Nonprint Media; Online Systems; Program Evaluation; Questionnaires; Technological Advancement; Telecommunications; Trend Analysis
IDENTIFIERS- Government Printing Office; *Information Policy; *Participatory Evaluation

Three papers contributed to the joint conference of the Arizona State Library Association (ASLA) and the Arizona Educational Media Association (AEMA) are presented. "Participatory Evaluation: Alternatives for Library Instruction Evaluation" (Dennis Isbell and Lisa Kammerlocher) describes the experimental library instruction evaluation program of Arizona State University West (Phoenix), a team effort that emphasized improvement over personnel decisions, and encouraged experimentation. Four appendixes provide sample evaluation forms. "Advances in Map Librarianship: Automation Now and Into the Future" (Christine Kollen and Charlene Baldwin) describes current and future trends in map automation, including the dilemma of the library versus the laboratory, bibliographic access to computerized data sets, and experiences in reaching out to others involved in map automation. Eight figures illustrate the discussion. "Access and Delivery of Federal Electronic Information in the 1990s: Futures for the Depository Library Community" (Donna R. Larson-Bennett) reviews the strategic plan of the Government Printing Office regarding some of the problems of the electronic age and document delivery, and asserts that a clear and comprehensive information policy statement from Congress is needed so that information policy of the future can take a definite direction. Each paper provides references. (SLD)

ED 354 905 IR 054 489

Ratcliff, Glenis, Comp.
An African-American Bibliography: Education. Selected Sources from the Collections of the New York State Library.
PUB DATE- Jan 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Biographies; Black Colleges; *Black Education; Black Studies; Cultural Pluralism; *Educational Experience; Educational History; Elementary Secondary Education; Higher Education; Primary Sources; Research Tools; Resource Materials; Scholarship; *United States History
IDENTIFIERS- *African Americans; *New York State Library

This bibliography lists selected resources of the New York State Library that document and comment on the educational experiences of African Americans in the United States. In addition to primary sources and significant works, the bibliography contains selected references to bibliographies, research aids, and reference works, although resource materials in journals and reports are not emphasized. The focus is on recent scholarship, although the bibliography covers the time period from colonial to the present. Sections and the number of references cited are as follows: (1) bibliography (48 titles); (2) biography (60 titles); (3) primary sources (55 titles); (4) studies and commentary (194 titles); (5) African American colleges (10 titles); (6) African American Studies (9 titles); and (7) multiculturalism (23 titles). (SLD)

(25) "Grenada" (Anne Jordan); (26) "Latin American Population Censuses" (Susan Russell); (27) "Curanderismo and the Mexican American Community" (Gilda Baeza); (28) "Sampling of Spanish-American Novels in English Translation" (Jane Garner); (29) "The Cuban Revolution" (Anne Jordan); (30) "Mexican Immigration to the United States" (Laura Gutierrez-Witt); (31) "Human Rights in Latin America" (Ann Hartness); (32) "Borges in Translation" (Sonia Merubia); (33) "City and Regional Planning in Latin America" (Laura Gutierrez-Witt); and (34) "Economy of the Texas-Mexico Border" (Anne Jordan). (KRN)

ED 354 925   IR 054 571

Hartness, Ann, Ed.
Biblionoticias. Numbers 35-67, 1986-1992.
PUB DATE- 92
NOTE- 162p.; For "Biblionoticias" numbers 1-34, see IR 054 570.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Libraries; Higher Education; *Latin American Culture; Latin American History; *Latin American Literature; *Latin Americans; *Library Collections; Portuguese; Spanish
IDENTIFIERS- *Latin America; *University of Texas Austin

"Biblionoticias" is a series of brief bibliographies, usually less than 5 pages each, on Latin American topics. The bibliographies describe materials in English, Spanish, and Portuguese held by the Benson Latin American Collection of the University of Texas at Austin. Selected topics are periodically updated. The titles of numbers 35-67 are: (1) "Mexican American Holidays and Festivities" (Gilda Baeza and Margo Gutierrez); (2) "Brazilian Novels in English Translation" (Jane Garner); (3) "Cultural Journals" (Sonia Merubia); (4) "Contemporary Mexican American Ideas and Issues: Periodical Sources" (Gilda Baeza and Margo Gutierrez); (5) "Latin American Cinema" (Laura Gutierrez-Witt); (6) "Latin America and External Debt" (Ann Hartness); (7) "Public Health in Latin America" (Donald Gibbs); (8) "Latin American, Caribbean, and Mexican American Current Affairs: Access to Sources of Information" (Jane Garner); (9) "Latin American Maps in the Benson Collection" (Anne H. Jordan); (10) "Liberation Theology in Latin America" (Penny Frere); (11) "Mexican American Biographical Sources (Margo Gutierrez); (12) "Latin American Books and Their Journals" (Sonia Merubia); (13) "Latin American Slide Collection" (Jane Garner); (14) "Feminist Periodicals in Latin America" (Aimee Algier Baxter and Ann Hartness); (15) "Approaches to Contemporary Mayan Cultures" (David Pardue); (16) "La Chicana" (Margo Gutierrez); (17) "Latin American Atlases" (Anne H. Jordan); (18) "Latin American Population Censuses" (Sue Fuller); (19) "Puerto Ricans on the Mainland" (M. Alexandra Salinas); (20) "Blacks in Latin America and the Caribbean: Selected Bibliographic Sources" (Donald Gibbs); (21) "Mexican Americans in Texas" (Margo Gutierrez); (22) "Central Americans in Mexico and the United States: Selected Sources in the Social Sciences" (M. Alexandra Salinas); (23) "Organized Industrial Labor in Contemporary Mexico" (Russell E. Thomas); (24) "Drugs in the Andean Region and Mexico" (Nidia Salamanca-Speers); (25) "Mesoamerican Codices" (Michael O. Hironymous); (26) "Undocumented and Immigrant Children in the United States and Their Right to Education" (Danelle Crowley); (27) "Jews in Latin America" (Carol Evans); (28) "Solidaridad: Mexico's Antipoverty Program" (Donald L. Gibbs); (20) "The Indigenous

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *College Transfer Students; Community Colleges; Data Collection; *Definitions; *Educational Research; Educational Trends; Higher Education; Institutional Mission; Institutional Research; *Research Design; Student Behavior; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Transfer Rates (College)

The community college mission includes such diverse goals as preparing students for job entry, teaching literacy, and satisfying students' personal interests. Measuring the colleges' transfer rates by no means tacitly elevates the transfer function above these other functions; it merely helps institutions estimate the effects of interventions on student progress in that area. Many methods of estimating transfer rates have been used. Dividing the number of transfers in a given year by total two-year college enrollment produces a transfer rate of about 5%, while considering students who enter community colleges directly from high school, attend full-time, declare transfer intent, and obtain an associate degree, may result in a transfer rate approaching 85%. The transfer rate should be defined as all students entering the community college in a given year who have no prior college experience and who complete at least 12 college-credit units, divided by the number of that group who take one or more classes at a university within 4 years. Using this definition, the Center for the Study of Community Colleges (CSCC) in Los Angeles, California began, in 1989, soliciting annual data from a national sample of two-year colleges. In 1992, the institutional data were supplemented by data from state agencies to determine which students had completed coursework at a four-year institution. By March 1993, the CSCC had received data on student transfer from more than one-third of public two-year colleges nationwide. The study found a consistent transfer rate of approximately 22% for each cohort of students entering a two-year college from 1984 through 1987. Data tables are included. (PAA)

ED 354 941 JC 930 111

Mathematics Instruction: Program Review Report. Summative Review of the Mathematics Program in Florida Community Colleges.
PUB DATE- Mar 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Mathematics; Community Colleges; Curriculum Evaluation; Curriculum Research; Educational Assessment; Educational Quality; *Instructional Effectiveness; Mathematics Curriculum; *Mathematics Instruction; Needs Assessment; Policy Formation; *Program Effectiveness; Program Evaluation; State Surveys; Summative Evaluation; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Florida

This report provides an overview and results of a state-level summative review undertaken to examine issues affecting program leaders and planners within the mathematics divisions/departments of Florida's 28 community colleges, make recommendations for changes and funding priorities, identify areas of need, observe trends, and highlight concerns among mathematics department chairs and faculty. A survey was conducted of 55 campus sites, yielding 42 responses. In

PUB DATE- 91
NOTE- 613p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Basic Skills; *College Curriculum; Community Colleges; *Continuing Education; Continuing Education Centers; Educational Finance; Grants; *Job Training; *Noncredit Courses; School Business Relationship; Special Degree Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *North Carolina

The North Carolina Department of Community Colleges (NCDCC) prepared this reference manual as a resource guide for planning and implementing continuing education (CE) courses. The manual includes essential information on courses, rules, resources, and procedures that are appropriate to course implementation and operation of a continuing education program. The major sections of the manual provide: (1) an overview of the North Carolina community college system, including information on its purpose, history, governance, curriculum, and CE programs; (2) an overview of NCDCC's organization and staff responsibilities; (3) general information regarding the state's CE services, processes, program management, course approval, tuition exemptions, fee waivers, instructor certification, student registration information system, service area assignments and agreements, class record information system, literacy/basic skills information system, contract training, and internal program audits; (4) guidelines regarding occupational programs, including licensure/certification courses, instruction on military bases, work experience policy, fire rescue training, emergency medical services, and criminal justice/law enforcement; (5) materials on basic skills programs, including adult basic education, high school equivalency programs, compensatory education, and English as a Second Language; (6) information on specially funded programs, such as community service and visiting artist programs, human resources development, and various employment training programs; and (7) material on business and industry programs, including apprenticeships, focused industrial training, new and expanding industry, and small business centers. The final sections and appendixes provide relevant forms and memos; licensure and certification course data sheets; a curriculum and course materials list; NCDCC organizational charts and staff list; directories of community colleges, senior CE administrators, and the State Board of Community Colleges; a CE internal audit plan/compliance review checklist; and the master CE course list. (MAB)

ED 354 958 JC 930 128

Raisman, Neal A., Ed.
Directing General Education Outcomes. New Directions for Community Colleges, Number 81, Spring 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information

instruction, faculty influence student decisions to continue their education; (6) student retention at the community college and student attainment of the associate's degree may be related to student transfer to baccalaureate-granting institutions; (7) tuition increases and enrollment caps will divert students from four-year institutions to community colleges, thus reinforcing the community college emphasis on collegiate education and increasing subsequent transfer rates; and (8) the quality of advising received by community college students is related to student transfer behavior. References and a list of participants are included. (MAB)

ED 354 974 JC 930 152

Vaughan, George B.
Community-Based Programming: The Community College as Leader and Catalyst.
PUB DATE- Mar 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; *College Planning; *Community Benefits; Community Colleges; *Community Cooperation; *Community Involvement; Community Programs; Community Relations; Community Role; Institutional Cooperation; School Community Programs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Community Based Programming

No institution is better positioned to address the problems facing today's communities than the community college. The colleges are community-based and, through community-based programming (CBP), can place themselves at the center of the organizations and institutions, and collaborate with formal or informal leaders devoted to resolving community issues. CBP envisions a cooperative process in which the community college serves as the leader and catalyst in effecting collaboration among the members of its community. This not only helps bring about community renewal, but brings benefits to the colleges as well. CBP allows for a rational process for making decisions and helps institutions deal with long term choices, instead of merely focusing on day-to-day problems. CBP also provides an ongoing process for evaluating the college mission, which can often be pulled in many directions and misunderstood by the college community or the community at large. By providing a means for building broad-based support, CBP ensures that there will be more people working to obtain resources for the college, and also allows the community to use its resources more effectively and efficiently. Also, CBP provides the means for individual and community renewal by placing the responsibility and authority for renewal with the individual, thereby placing the individual citizen in charge of his or her own fate. Finally, CBP assists communities in utilizing their resources more effectively through working with other organizations, helping the colleges ensure that the door remains open to virtually all segments of society. (MAB)

ED 354 975 JC 930 153

Boone, Edgar J.
Community-Based Programming: An Opportunity and Imperative for the Community College. Institutes & Workshops.
PUB DATE- Dec 92

determine if these achievement gains are maintained in later grades. This report discusses the LBS findings for fifth grade students. A standardized test battery measured the achievement in reading, language, math, science, and social studies of 4,649 students who had participated in Project STAR. Results indicated that students who had been in a Project STAR small class showed statistically significant advantages over students in the other class types on all achievement measures. A bibliography of 14 books is provided. Appendices define the school types studied in Project STAR and the LBS, and tabulate fifth grade students' mean scores on achievement measures in the LBS. (PM)

ED 354 993 PS 021 040

Brock-Utne, Birgit
The Raising of a Peaceful Boy. Peace Education Miniprints, No. 8.
PUB DATE- Jan 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Child Rearing; Family Environment; Fathers; Feminism; Foreign Countries; Interviews; *Males; Mother Attitudes; *Mothers; *Parent Child Relationship; *Peace; Social Influences

During the years 1986-1988, a Swedish research project called "Sons" tried to provide some tentative answers to questions raised by the recent focus on gender issues in peace education. A total of 20 feminist and 20 traditional mothers of sons were interviewed concerning their ideas about the development of their sons and about the difficulties they had encountered in providing their sons with peace education. The interviews revealed that almost all the mothers wanted to raise a nonsexist son and gentle boy, and thus wanted to provide them with an alternative education. Nevertheless, most of the mothers felt that they did not succeed in educating their sons the way they had originally wanted to. Feminist mothers never used a biological argument when their sons developed into more typical males than the mothers had wanted them to. Feminist mothers deplored the influence of sports clubs to which their sons belonged, noting that they fostered a competitive and rough spirit. More than half the feminist mothers, as opposed to a quarter of the traditional mothers, had given their sons dolls. In many cases, the mothers in general saw the children's father as the main obstacle to the boy's peace education, insofar as the father wanted his sons to be treated tougher and rougher than the mothers wanted them to be treated. Other adverse social influences, such as those of other parents or the father's friends, were noted. Brief concluding remarks address the strength of environmental pressures on boys to conform to the traditional male model. (HOD)

ED 354 994 PS 021 041

Guthrie, Patricia J.; Su, Chun-Min
The Significance of Young Children's Visual Skills in Graphic Depiction of Spatial Representation: Testimony from Two Drawing Researchers.
PUB DATE- Sep 92
NOTE- 15p.; Paper presented at the Making Meaning through Art: Art in Early Childhood Education Conference (Urbana, IL, September 17-19, 1992).

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; *Community Involvement; Early Childhood Education; *Educational Change; Evaluation Methods; Federal Aid; Parent Education; Parent School Relationship; Preschool Children; Program Descriptions; Program Effectiveness; *School Readiness; *Social Services
IDENTIFIERS- America 2000; Business Role; *National Education Goals 1990

Goal 1 of the 6 national education goals established by President Bush and the nation's governors states that by the year 2000, all children in America will start school ready to learn. This document provides schools and communities with information about what children need to be able to start school ready to learn and gives examples of communities' efforts to meet Goal 1. Answers to commonly asked questions about Goal 1 are presented. Questions and answers relate to: (1) the definition of "school readiness"; (2) types of home activities that promote school readiness; (3) characteristics of effective readiness programs; (4) difficulties of preparing children for school; (5) parent education; (6) characteristics of preschoolers' development; (7) assessment of preschoolers; (8) indicators of community needs that are related to children; (9) the effectiveness of preschool programs; (10) difficulties parents face when dealing with schools; (11) prenatal, nutritional, health, and social service programs; (12) ways of ensuring that children receive all the services they need; (13) ways for communities to determine their needs in relation to meeting Goal 1; (14) the readiness of schools to meet the needs of children; (15) ways private businesses can help communities support their children's school readiness; and (16) funds available to support readiness activities. Appendices list sources of information on Goal 1; examples of effective readiness programs; examples of private sector assistance to promote children's school readiness; federal grant programs; and regional representatives of the United States Department of Education. (BC)

ED 355 014   PS 021 182

Kaupapa Kaimahi, Nga Kaitaunaki Kohungahunga = Corporate Plan, Early Childhood Development Unit, 1 July 1992 to 30 June 1993.
PUB DATE- Dec 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Services; *Early Childhood Education; Foreign Countries; Information Dissemination; Information Services; *Organizational Objectives; *Parent Education; Parenting Skills
IDENTIFIERS- Financial Reports; Maori (People); *New Zealand

This report outlines the 1992-93 objectives for the Early Childhood Development Unit (ECDU), an organization that promotes high quality early childhood education, and parent and family involvement in education, in New Zealand. The report includes: (1) a statement of purpose; (2) guiding principles; (3) a statement concerning the responsibilities of an employer in the ECDU; (4) a description of activity areas; (5) financial information; (6) an operating statement; (7) a statement of financial position; (8) a cash flow statement; and (9) a chart showing fixed assets. A diagram of the organization's framework based on PRISM-II programming language, was designed to reflect the manner in which world knowledge can be used to construct strategies for reasoning. The model learns strategies for performing transitive inference by using knowledge that is acquired through play experiences with sets of objects. Five experiments testing predictions from the model are reported. Experiment 1 tested children's ability to recognize ordered sets, an ability required for the development of transitive inference strategies. Experiments 2 and 3 tested the prediction that children would recognize when the order of a set of objects is indeterminate and found that the ability to make this recognition was present from the age of 7 years. Experiments 4 and 5 assessed strategies children used in a varied set of transitive inference problems, and found no qualitative differences in strategies as a function of age. Six appendices making up almost half the document include the set of productions existing before the model begins operation and lists of productions produced during various problem forms. (Contains 75 references.) (MM)

ED 355 034   PS 021 222

Edwards, Carolyn, Ed.; And Others
The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education.
PUB DATE- 93
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Community Role; Creative Development; *Curriculum Development; Educational Innovation; *Educational Methods; *Educational Theories; Foreign Countries; Preschool Education; Progressive Education; Student Projects; Teacher Role; *Young Children
IDENTIFIERS- *Italy (Reggio Emilia); *Massachusetts (Amherst); United States

This collection of 18 essays and interviews documents the unique approach to early childhood education taken by schools in the Reggio Emilia region of Northern Italy for the last 30 years. The book is divided into four major parts. Part I includes an introduction by Carolyn Edwards and others, and the essay, "What Can We Learn From Reggio Emilia?" by Lillian G. Katz, Part II consists of five interviews conducted by Lella Gandini with Reggio Emilia educators: "History, Ideas, and Basic Philosophy," with Loris Malaguzzi; "The Community-Teacher Partnership in the Governance of the Schools," with Sergio Spaggiari; "The Emergent Curriculum and Social Constructivism," with Carlina Rinaldi; "The Role of the Pedagogista," with Tiziana Filippini; and "The Role of the Atelierista," with Vea Vecchi. Part III examines the theory and practice of the Reggio Emilia approach through four essays: "Educational and Caring Spaces," by Lella Gandini; "Partner, Nurturer, and Guide: The Roles of the Reggio Teacher in Action," by Carolyn Edwards; "Multiple Symbolization in the Long Jump Project," by George Forman; and "Curriculum Development in Reggio Emilia: A Long-Term Curriculum Project About Dinosaurs," by Baji Rankin. Part IV examines the extension of the Reggio Emilia approach to American classrooms in six essays: "Cultural Variations on Developmentally Appropriate Practice: Challenges to Theory and Practice," by Rebecca New; "The City in the Snow: Applying the Multisymbolic Approach in Massachusetts," by George Forman and others; "Connections: Using the Project Approach with 2- and 3-

Norman, Marilyn; Munson, Mary K.
Leadership Skills You Never Outgrow, Leadership Project Book III: Skills Working within Groups.
PUB DATE- Feb 87
NOTE- 136p.; For all five booklets in this set, see RC 018 986-990. A two-page "Helper's Guide" (LC-0630) has been appended to each volume.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Experiential Learning; Extension Agents; *Group Experience; Interpersonal Competence; *Leadership; *Leadership Training; *Learning Activities; Outdoor Education; Program Descriptions; Secondary Education; Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Clubs; *Group Leaders

This manual was developed as part of a project to help youth in developing leadership skills. Youth learned skills by observing and participating in groups working together. The manual describes learning activities in seven areas of leadership life skills: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to learn; (5) making decisions; (6) managing, goal setting, and planning; and (7) working with groups. The manual also includes: general information on the project; information on leadership and an explanation of leadership life skills; a definition of terms used in the guide; suggestions for developing project goals; recommendations for choosing a helper to assist in learning activities; a personal leadership skill assessment guide; and suggestions for practical leadership applications. Each learning activity description includes: specification of the type of leadership skills to be learned; participants to involve (groups or the individual with a helper); a brief description of the activity; a set of instructions; and discussion questions for interpreting the learning activity. This manual includes a list of 27 references. (LP)

ED 355 054 RC 018 990

Norman, Marilyn; Munson, Mary K.
Leadership Skills You Never Outgrow, Leadership Project Book IV: Skills Leading Groups.
PUB DATE- Apr 87
NOTE- 153p.; For all five booklets in this set, see RC 018 986-990. A two-page "Helper's Guide" (LC-0630) has been appended to each volume.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Experiential Learning; *Group Experience; Interpersonal Competence; *Leadership; *Leadership Training; *Learning Activities; Outdoor Education; Program Descriptions; *Program Implementation; Secondary Education; Youth Clubs; *Youth Leaders
IDENTIFIERS- 4 H Clubs; *Group Leaders

This manual was developed by the Illinois State 4-H Office as part of a project to assist youth in developing leadership skills. This manual emphasizes skills needed to lead groups. The manual describes learning activities in the following areas of leadership life skills: (1) understanding self; (2) communicating; (3) getting along with others; (4) learning to

Education and the At-Risk Student.
PUB DATE- 11 Oct 92
NOTE- 32p.; Paper presented at the Annual Convention of the National Rural Education Association (84th, Traverse City, MI, October 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attainment; Educationally Disadvantaged; Elementary Secondary Education; Family Influence; *High Risk Students; Poverty; Preschool Education; *Rural Schools; *School Size; Self Concept; Small Schools; *Social Problems; *Teacher Attitudes; Teacher Effectiveness

As many as 40 percent of America's school-aged children are at-risk of failure within the current educational system. Many factors outside of school, such as poverty and debilitating parent and family influences, contribute to student failure. Within the school, the most effective factor of intervention for at-risk students is the individual classroom teacher. The best teachers are not always those with the most content knowledge, but rather those who are willing to risk themselves and care about the whole child. Schools that have diversity in curriculum, an adequate support staff, and a variety of student extra-curricular activities, yet are small in size generally are more effective with those students who do not achieve. The size of student population is of most importance within the individual classroom. The fewer students assigned to an individual teacher, the greater the opportunities for effective intervention strategies to deal with the marginal student. Efforts to provide marginal students with appropriate educational opportunities should include parents, the community, educational leaders, teachers, and the student. A key element for the success of all students is encouraging positive self-image. Labeling, grouping, and retaining students create the development of educational push-outs, students who are forced out of the system. The rural educator can take advantage of the small numbers and the sense of community to meet the needs of at-risk students. Contains 50 end notes and 5 tables. (KS)

ED 355 074 RC 019 051

Schmuck, Patricia A.
The Lessons of School Restructuring: The Advantage of Being a Small School District.
PUB DATE- Oct 92
NOTE- 10p.; Paper presented at the Annual Convention of the National Rural Education Association (84th, Traverse City, MI, October 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; Democracy; Educational Change; Elementary Secondary Education; *Participative Decision Making; *School Based Management; *School Community Relationship; School Districts; School Restructuring; *Small Schools; *Student Participation; *Teacher Attitudes
IDENTIFIERS- *Small School Districts

Restructuring of small school districts calls for power changes, including relationships: (1) between the community and the

in Mathematics.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Educational Change; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; *Inservice Teacher Education; Instructional Improvement; Mathematical Applications; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Modeling (Psychology); Participative Decision Making; Problem Solving; Program Descriptions; Student Evaluation; Student Journals; Teacher Improvement; Teaching Methods; *Teaching Models; *Team Teaching

For change to occur in mathematics instruction, teachers need control of significantly different instructional sequences, evaluation schemes, and curriculum and to think beyond procedural views of mathematics. Two-week inservice and coursework separate from classroom experience are not sufficient to achieve these goals. Inservice and support must bring about conceptual understandings and parallel actual classroom implementation via extensive co-teaching and modeling. Sufficient time must be spent to integrate these new and desired understandings into teachers' routines. This paper describes implementations where such change took place and the model which led to joint ownership in project and outcomes. Valley Crest Project is a collaborative teacher/university researcher program intended to help change the teacher's instructional ideas and behaviors. The original instructional approach by the teacher was behavioristic and associationalist with an emphasis on correct answers. To change instruction, the project provided stages in which the teacher observed the university researcher, identified a problem area to work on, learned along with students as the university researcher taught, co-taught with the university researcher, and received long-term support after the project was over. The end result of this project was a transition of control to the teacher and a viable implementation of effective mathematical change at the school level. The teacher became indoctrinated into the culture of "real world" mathematics and was instrumental in disseminating this culture to the students and to other teachers. (Contains 16 references.) (Author/MDH)

ED 355 092 SE 053 180

Sawada, Daiyo
Mathematics in a Literary Mode: The Narrative Structure of Communicative Classrooms.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Context Effect; Conventional Instruction; Discovery Learning; Elementary Education; Foreign Countries; Inquiry; Instructional

Assessment, and the National Research Council and by establishing or improving international links between these organizations. The report contains five chapters: (1) Introduction; (2) Environmental Lessons of the Past 20 Years; (3) Strengthening the Worldwide Environmental Research Capability (including the need for research and training); (4) Strengthening International Assessment and Advisory Mechanisms; and (5) Coda. The appendixes present a section on environmental trends since 1970, biographies of principal contributors to this report, and a list of participants in the Workshop on International Environmental Organization: The Science and Technology Dimensions, held in June 1990 at Rockefeller University that initiated this report. (Contains 29 references.) (MCO)

ED 355 109 SE 053 436

Environmental Research and Development: Strengthening the Federal Infrastructure.
PUB DATE- Dec 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Agency Cooperation; Agency Role; Cooperative Programs; Coordination; Decision Making; *Environment; *Environmental Research; *Federal Government; Global Approach; Government Role; International Cooperation; Models; Organizations (Groups); *Public Agencies; Research; *Science and Society; Sciences; Tables (Data)
IDENTIFIERS- *Advisory Systems; Environmental Communications; Environmental Problems; Environmental Trends; Federal Agencies; Nongovernmental Organizations; World Views

This report addresses the research and development (R&D) organizations and the decision-making processes that the Federal Government needs to enable it to work toward national and global environmental objectives. It is essential that these programs be well organized, adequately funded, and closely linked with the policy-making process. The report suggests that there are many excellent scientists and engineers in the federal research system, but they are operating within organizations and under a set of priorities that are directed more toward the problems of the past than the problems of today and tomorrow. The Commission asserts that the complex environmental problems of today require a restructuring of the federal environmental R&D system and the redirection of many of its programs to a new set of priorities. The report discusses over a dozen federal departments and agencies that conduct environment-related R&D and the need for a more dynamic, interrelated organizational structure and more effective assessment and policy-making processes. A variety of suggestions are presented for improving the R&D programs of individual departments and agencies, and among other measures, strengthening and streamlining R&D infrastructure, providing strong leadership, encouraging multidisciplinary research efforts, and improving coordination among research programs. A recommendation "To Improve Educational Programs in the Environmental Sciences" appears in the section on "Building a Strong Intellectual Base" (Chapter 7). The appendixes contain a review of federal environmental R&D programs and biographies of the task force members responsible for this report. (Contains 117 references.) (MCO) the role of New York's JDR 3rd Fund AGE Program Partnership in acting as a catalyst for school districts from New York City to Seattle to come together for mutual support and accomplishment in the arts in the schools movement. Chapters include: (1) "Setting the Stage"; (2) "From Rhetoric to Reality: Local School Districts Build a Model for Change through the Arts"; (3) "A Closer Look: School Development and a Rationale for the Arts in Education"; (4) "How to Build Districtwide and School-based AGE Programs: Guidelines and Strategies"; (5) "Networking and Collaboration: A Strategic Design for Change"; (6) "A Day in the Life of an AGE Demonstration School: P.S. 152 Brooklyn"; (7) "Who Shall Teach the Arts: Guidelines and Criteria for Classroom Teachers, Arts Specialists, and Artists"; (8) "Pieces of the Puzzle: Potential Sources of Leadership, Advocacy, and Support"; (9) "Support Systems: What We Have and What We Need"; and (10) "In Conclusion." Twenty-four exhibits are included and four appendices provide: (1) an interpretive chronology of major events in the arts in education; (2) a summary response to the questionnaire used for this study; (3) New York State's Arts in Education Program guidelines; and (4) a bibliography. (LBG)

ED 355 127 SO 022 358

Nord, Warren A.
Religious Literacy, Textbooks, and Religious Neutrality. CRIS Occasional Papers in Religion & Ethics No. 1.
PUB DATE- 89
NOTE- 15p.; Reprinted from "Religion and Public Education," Winter, 1989. An earlier draft was presented at the Annual Meeting of the American Educational Studies Association (Toronto, Ontario, Canada, 1988).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Content Analysis; Controversial Issues (Course Content); Educational Policy; High Schools; Knowledge Level; *Public Schools; *Religion Studies; Textbook Bias; Textbook Content; *Textbook Evaluation
IDENTIFIERS- *North Carolina

One reason for a lack of religious literacy among undergraduates and members of society at large is the virtual absence of religion in high school textbooks. Thirty high school textbooks approved for use in North Carolina in the fields of United States and world history, economics, home economics, and biology were reviewed. The review revealed the textbooks lacked information about religions and religious understandings. While it is understood that it is not the proper role of public education to promote or denigrate religion, textbooks that ignore the significance of religion cannot be neutral given that religion continues to make important claims about the world. A different test of textbook neutrality is proposed: a textbook or curriculum is neutral if it is fair to the major contenders for important truths. Under this test, it is clear that neither textbooks nor public school curricula are neutral, for they don't take religion seriously as an alternative. (DB)

ED 355 128 SO 022 392

La Diversite en Afrique Francophone (Diversity in French-Speaking Africa). For Level I-II French Students.
PUB DATE- 91
NOTE- 102p.; For related documents, see SO 022 404 and SO 022 406. Francophone Africa in the French Curriculum Project.

ED 355 148 SO 022 963

Bonner, Patricia
A Guide to "The Great American Landmarks Adventure:" A Resource for Teachers, Parents, and Volunteer Educators.
PUB DATE- 92
NOTE- 37p.; For a related document, see SO 022 962.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Elementary Education; Instructional Materials; Learning Activities; Teaching Methods; *United States History
IDENTIFIERS- *Historic Sites; *Landmarks

This guide is designed to accompany "The Great American Landmarks Adventure," a book for students that describes 43 of the National Historic Landmarks located in the United States. The guide includes suggested activities in the areas of: (1) art and communication; (2) architecture and engineering; (3) commerce and economics; (4) home and community; (5) social and political action; (6) recreation; and (7) science and technology. Tips on using the book and "using the local community," fun ways to evaluate what students have learned, further readings for children, and other features also are included. (LBG)

ED 355 149 SO 022 969

Boles, Wilma
The Bill of Rights: A Law-Related Curriculum for Primary Students (Teacher's Guide and Student Materials).
SPONS. AGENCY- Nebraska Committee for the Humanities.
PUB DATE- 86
NOTE- 69p.; Also supported by grants from the Cooper Foundation, the Walter Scott Jr. Foundation, the Robert Veach Foundation, and the Winthrop and Frances Lane Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Concept Formation; Conflict Resolution; *Due Process; Instructional Materials; *Law Related Education; *Laws; Learning Activities; *Legal Problems; Primary Education; *Social Studies; Student Development; Teaching Guides; Units of Study
IDENTIFIERS- *Bill of Rights; United States Constitution

This curriculum unit focuses on individual and personal freedoms as guaranteed by the U.S. Constitution and as interpreted by the courts. In particular, the unit which includes illustrated student materials and a teacher's guide, underscores the idea of fundamental rights as expressed through the concepts of liberty, justice, and equality. Through a story format based in an animal community, the unit provides primary school students with the opportunity to make decisions about important fundamental freedoms. The unit seeks to encourage children to recognize situations that cause conflict, identify fundamental rights, and identify fair treatment. Each lesson includes a set of objectives, teacher instructions, and "Stop and Think" questions, "Think and Act" and "Think and Write" activities, and alternative and supplemental activities. Lessons offer teachers a foundation for experimenting with instructional

may be new to them; (4) begin to appreciate Native American perspectives and concerns; and (5) increase their ability to share information, raise questions, and comment on others' information. Materials include student worksheets, student resource sheets, and teacher resource sheets. A procedure for utilizing the materials and teaching the activity is suggested. (DB)

ED 355 169 SO 023 069

Newton, Earle H.
Planning and Managing Education: For What Ends?
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990). For related documents, see ED 331 754-773.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Economic Development; Educational Administration; *Educational Development; Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; Foreign Countries; *International Education
IDENTIFIERS- UNESCO

In the 1950s and 1960s education came to be seen as a key element in the developmental process of countries. Many parties came to accept a direct correlation between education and the economic growth of nations. It was in this vein that many developing countries drastically increased their expenditures on education. This paper asks whether the poor nations of the world could justify this degree of spending on education. Rapid economic "development" has had numerous consequences for poor countries, many of which have been negative. Nevertheless, education can play and needs to play a constructive role in these societies and this is best achieved by creating an appropriate agenda for educational planners and administrators. This agenda should include such tasks as (1) clarification of the philosophy and goals of schooling; (2) change in curriculum, methods of teaching, and approaches to education; (3) reorganization of the educational system; and (4) reassessment of value systems. Education is a powerful force for creating the right information, shaping the attitudes, and developing the moral and intellectual fiber of youth. Education has the potential for change and this potential must be released. (DB)

ED 355 170 SO 023 072

Reproductive Rights: A Political, Professional, and Personal Issue.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abortions; Civil Liberties; *Contraception; Court Litigation; *Females; Feminism; Legislation; *Personal Autonomy
IDENTIFIERS- Reproductive Rights

Reproductive rights are essential to a woman's full participatio

ED 355 188   SP 034 240

PACE IV: The Developmental Physical Education Curriculum from Theory to Practice (PACE = Positive Approaches to Children's Education).
PUB DATE- Jun 90
NOTE- 120p.; Summaries of papers presented at the PACE IV Conference (Bloomington, IN, June 10-14, 1990).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Games; *Class Activities; *Curriculum Development; Curriculum Guides; Dance Education; Disabilities; Elementary Secondary Education; Higher Education; Lesson Plans; Literacy; *Physical Education; *Physical Fitness; *Theory Practice Relationship; Track and Field
IDENTIFIERS- Indiana University Bloomington; Kinesiology; *PACE IN

The purpose of PACE is to bring together individuals who have been responsible for new, innovative, and exciting developmental physical education programs. The following summaries are included: "Literacy in the Gym" (Tami Benham); "Activity Ideas for Fundamental Movement Skill Development" (Thomas H. Green); "Creative Movement Activities: A Challenge for Older Students" (Vicki Nicholes); "Track & Field Activities for Kids" (Gregory Wilson); "Physical Fitness is ---" (Wynn Updike); "Preparing for A.P.E. in the 21st Century" (Paul Surburg); "Curricular Planning: A Developmental Model That Works" (David Gallahue); "Activity Ideas for Developing Sport Skills" (Thomas H. Green); "Artistic Expression through Creative Movement" (Vicki Nicholes); "Moving and Learning: Linkages That Last" (David Gallahue); "Activity Ideas That Work" (Felice Cloyd); and "Assessing Individual Progress" (Vins Sutlive). (IAH)

ED 355 189   SP 034 254

Colasanti, Angela M.; Follo, Eric
Effectiveness of Thematic Teaching in Curriculum Design and Implementation in a Third Grade Classroom, Including a Planning Process Model Using the Michigan Model Core Curriculum.
PUB DATE- Aug 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Core Curriculum; *Curriculum Development; Grade 3; *Instructional Effectiveness; Integrated Activities; *Interdisciplinary Approach; Marine Biology; *Models; Primary Education; Teaching Methods; *Thematic Approach; Units of Study
IDENTIFIERS- Voyage of the Mimi; *Whales

This paper investigates the thematic study approach in theory and practice as it applies to the elementary grades, specifically to third grade. Part 1 defines the theme study approach and explains the theories and assumptions that support it as a viable approach to teaching and learning. Part 2 examines research supporting the thematic approach. It concludes that theme teaching connects the aesthetic with the cognitive and teacher process as well as content. Part 3 examines the specific problems concerning the crowded curriculum and pressures to prepare students for the MEAP test, given in

Hendricks, Charlotte M.
Safer Playgrounds for Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accident Prevention; Early Childhood Education; Elementary Education; *Equipment Evaluation; Equipment Maintenance; Equipment Manufacturers; *Equipment Standards; *Facility Improvement; Parent Responsibility; *Playgrounds; *Safety Education; Teacher Responsibility
IDENTIFIERS- Consumer Product Safety Commission; ERIC Digests

Each year, almost 200,000 children are treated at hospital emergency rooms for injuries occurring on playgrounds. At this time, the U.S. Consumer Product Safety Commission has established voluntary guidelines for equipment and surfacing, but there are no required standards regarding the manufacture or installation of equipment and resilient surfacing under equipment. It is the responsibility of parents and teachers to educate themselves about playground safety and demand compliance with guidelines in playground development or renovation. This digest describes reasons why playground injuries occur; safety standards for playgrounds; checking for hazards in playground equipment; safe surfaces under playground equipment; and renovating an existing playground. The primary elements of playground safety are: (1) removing equipment that is too tall; (2) installing resilient surfacing under all equipment; (3) removing hazards such as debris or broken equipment; and (4) supervising children's play. It is up to parents, teachers, and individuals in the community to demand safer play areas and to provide proper supervision for children's play. (Contains 6 references.) (LL)

ED 355 207 SP 034 341

Sudzina, Mary R.
Technology, Teachers, Educational Reform: Implications for Teacher Preparation.
PUB DATE- Feb 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; *Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Learning Strategies; Literature Reviews; Preservice Teacher Education; *School Restructuring; *Teacher Attitudes; Teaching Methods

This paper has three focuses: it summarizes the overall trends and issues in educational computing research; it assesses the problems and promise of educational technology in plans for school restructuring and reform; and it draws implications from these perspectives for teacher education. The research review is organized into four categories: trends and issues in educational computing, computers' inability to function as a panacea for troubled schools, teacher attitudes and beliefs, and restructuring schools and technology. Examination of the

DESCRIPTORS- *American Indian Languages; Comparative Analysis; Discourse Analysis; Elementary Education; *English; *Reservation American Indians; Uncommonly Taught Languages; Writing (Composition); Writing Assignments; *Writing Skills; *Writing Strategies; *Written Language
IDENTIFIERS- *Ute (Tribe)

The development of effective skills and basic competencies in written English for Ute students in a reservation public school system and adult Ute learners seeking high school equivalency certificates is discussed. The focus of analysis is on assessing the Ute students' assumptions about written language and their use of those assumptions when doing different writing tasks. The following issues are considered: connections drawn between the "body" of written work and the title; the extent to which Ute student English essays comply with the terms of the assignment; strategies that Ute students use to organize and arrange ideas on paper; criteria that help students decide how much detail to include in their compositions; and the extent to which Ute students' writing strategies and their written work resemble the strategies and work of their non-Indian classmates. Illustrations from Ute English compositions are presented. Several conclusions are reached: (1) written Ute English compositions contain a high degree of structure, form, and organization; (2) Ute students' use of this style of written English resembles the students' use of English in other classroom domains; (3) written Ute English not only resembles oral Ute English usage, but also parallels the patterns of oral discourse found within the students' ancestral language tradition; and (4) the tribal government, parents, and school authorities agree that improvement of written English skills needs to be a priority in the education of Ute Indian students. Contains 10 references. (LB)

ED 354 771 FL 020 990

Manuel-Dupont, Sonia
Narrative Literacy Patterns of Northern Ute Adolescent Students.
PUB DATE- Jun 89
NOTE- 43p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *American Indian Languages; Elementary Education; Elementary School Students; *Language Acquisition; Language of Instruction; Language Usage; *Narration; Native Speakers; Oral Language
IDENTIFIERS- *Ute; *Ute (Tribe)

The relationship between oral language and academic success as a rationale for the study of narrative structures is discussed in order to determine Northern Ute children's acquisition of "school language" structures. In addition, this paper compares hypotheses concerning the expected linguistic behavior of Northern Ute children in retelling narratives with actual narrative-retelling skills of 41 children to determine if Ute children: (1) demonstrate the ability to retell narratives, (2) construct narratives in a manner predicted by research on mainstream (predominantly Anglo) children, and (3) construct narratives in a manner predicted by previous research on adult and adolescent Northern Utes. It is concluded that success in teaching school-language will be accomplished only when both

ED 354 790 FL 021 083

Fretheim, Thorstein
Grammatically Underdetermined Theme-Rheme Articulation. ROLIG Papir 49.
PUB DATE- Apr 92
NOTE- 63p.; Paper based on a guest lecture in Norwegian (Roskilde, Denmark, October 9, 1991) and a talk at the Annual Meeting of the Linguistic Society of America (66th, Philadelphia, PA, January 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); Foreign Countries; *Intonation; Linguistic Theory; *Norwegian; Oral Language; *Phonology; *Phrase Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Theme Rheme Articulation

This study shows that utterances ending in an extra-clausal response particle provide interesting evidence in favor of the hypothesis that theme-rheme articulation in Norwegian utterances is grammatically underdetermined. First, a review of the approach used in the study of the functions of Norwegian intonational phrasing is provided. In this approach, the concept of focus is inextricably tied to the appearance of the feature foc in intonational phonology and in surface syntax. foc is a property of intonational phrases (IPs) and their righthand heads, and of syntactic counterparts of IPs called focus domains. In spoken Norwegian conversation, a syntactic element tends to be focused, in the sense of being prosodically highlighted by focal phrase accent, if it is not previously activated in the discourse. From an information-structural point of view, there are two types of unactivated discourse items: there are thematic items setting the frame within which the main prediction holds, and there are rhematic items indicating what is predicted of the item that the speaker has selected as theme. The hypothesis that theme-rheme articulation in Norwegian utterances is gramatically underdetermined, as set forth in this paper, accounts for the absence of a fixed theme-rheme order in Norwegian, and for the absence of other conventional theme-marking, or rheme-marking devices, including fixed intonation contours whose partial function is to separate rheme and theme in an utterance. (VWL)

ED 354 791 HE 024 667

Wechsler, Henry; Isaac, Nancy
Alcohol and the College Freshman: "Binge" Drinking and Associated Problems. A Report.
SPONS. AGENCY- AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE- 18 Jan 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; *Alcohol Abuse; *College Freshmen; Deans of Students; *Drinking; Drug Abuse; Drug Use; Higher Education; Incidence; Private Colleges; Smoking; State Colleges; Student Attitudes; Traffic Safety; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Binge Drinking; Driving Records; Massachusetts

This study concerning the continued heavy drinking rate among Massachusetts college students sought to: (1) determine the

Stowe, Peter
Estimates of 1985-86 Bachelor's Degree Recipients' Course-Taking Behavior. Recent College Graduates Study. E.D. TABS.
PUB DATE- Feb 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Bachelors Degrees; Business Education; *College Graduates; Computer Science Education; *Course Selection (Students); Education Majors; Engineering Education; Grade Point Average; Higher Education; Liberal Arts; Majors (Students); Mathematics Education; Medical Education; National Surveys; Public Affairs Education; Science Education; *Undergraduate Study

This publication presents estimates of 1985-86 bachelor's degree recipients' course-taking behavior in 10 major tables. The data are based on transcripts collected as part of the 1987 Recent College Graduates Study which collected data on almost a million college graduates. The data presented here discuss nine major fields of study: business and management, education, engineering, health care, public affairs and social services, math/computer science/physical science, social science, humanities, and psychology. Highlights of the findings include the following: the average number of courses taken by bachelor's degree recipients ranged from 48 courses for social science majors to 58 courses for engineering majors; the average grade point average of graduates in the 10 major fields of study ranged from 2.6 to 2.8 and did not differ substantially from field to field; the percentage of graduates who took one or more foreign language courses varied from 21 percent for engineering majors to 66 percent for social science majors; and more graduates majored in business and management than in any of the other major fields of study. Also included are a section on study methodology and appendixes containing a standard error table, a classification of major fields, and occupational codes. (JB)

ED 354 810 HE 026 229

Shapiro, Harvey T.; Loose, Donald R.
Prospects for Integrating Reliability and Maintainability into Undergraduate Engineering Curricula. Final Technical Paper for Period June-December 1989.
PUB DATE- May 90
NOTE- 28p.; Summary of Proceedings of the RAMCAD Engineering Curriculum Workshop (Arlington, VA, June 14-15, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; *Computer Assisted Design; Computer Assisted Manufacturing; *Curriculum Design; Curriculum Development; *Engineering Education; Equipment Maintenance; Higher Education; *Reliability; Undergraduate Study
IDENTIFIERS- *Air Force Human Resources Laboratory

The "RAMCAD" workshop summarized in this document reviewed the prospects for integrating reliability and maintainability into undergraduate engineering curricula. RAMCAD stands for Reliability, Availability, and Maintainability in Computer-Aided Design. The workshop was sponsored by Air Force human resources departments and attended by a cross-section of predecessor. The first chapter provides an overview of the WLOs, who they are, how they're appointed, their responsibilities, and who guides program planning for them. The second chapter focuses on recurrent organizational and funding issues faced by WLOs and offers multiple examples of current activities. The approaches of a few schools are given in some depth as illustrations of innovative programs. Other chapters address a variety of issues that have emerged and that require special attention as women work together to improve their environment. These issues involve: (1) addressing sexism in medicine, (2) working toward salary equity, (3) parenting and flexibility issues, (4) addressing leadership issues and creating professional development programs, and (5) examining women's health curricula. The final sections provide lists of womens' professional groups as well as resource organizations and what they offer. The appendices include contact information for the WLO institutions named in the handbook as well as the workshop agenda and topics discussed at the Association of American Medical Colleges Professional Development Seminar for Senior Women in Medicine. Contains a partial index and faculty biographical sketches. (GLR)

ED 354 829 HE 026 249

Trends in Tuition and Other Basic Student Charges: 1963-64 through 1992-93 with Typical Student Costs 1980-81 through 1992-93. Report No. 19-93.
PUB DATE- Feb 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Fees; Full Time Students; Graduate Study; Higher Education; In State Students; *Instructional Student Costs; *Noninstructional Student Costs; Out of State Students; State Colleges; Statistical Data; *Student Costs; Trend Analysis; *Tuition; Undergraduate Study
IDENTIFIERS- *State University of New York

This report presents trend data for institutions of the State University of New York (SUNY) involving fixed and variable charges that are required of all full-time students, including tuition, college fees, activity fees, room and board, and supplies and other costs. Most of the report consists of statistical tables listing the trends in all basic student charges for students at all institutions that comprise the SUNY since 1980, and giving the fixed costs since the inception of the standard tuition charges across the state-operated institutions. Tables present: (1) the trends in student tuition by program level and other charges, (2) a summary of charges per academic year from 1963-64 through 1992-93 in SUNY operated institutions, (3) the trends in tuition and required fees at the State University of New York from 1980-81 through 1992-93, (4) the range of resident tuition charges per academic year at community colleges compared with SUNY between 1980-81 to 1992-93, (5) the trends in the distribution of allowances for variable student costs between 1980-81 and 1992-93 for three cohorts of students at SUNY, (6) comparison numbers of the total undergraduate student costs between 1980-81 and 1992-93 in state-operated campuses, and (7) the trends in total undergraduate costs and allowances within student budgets between 1980-81 to 1992-93 at the State University of New York. The report's final section contains a publications list of not subject to state control. Improved oversight is recommended. About half the document is taken up by the response of the Board of Trustees of the IHL to questions posed by the report in three areas: (1) the Commissioner's Fund; (2) Foundations; and (3) Athletics. Following the board's response are more detailed replies by the foundations and universities involved. In general it is the opinion of the Board that the PEER Report has resorted to the use of allegations, insinuations, and innuendos, many of which could have been eliminated with rudimentary good faith efforts. (JB)

ED 354 847   HE 026 269

Sutusky, John C.
An Analysis of Tuition and Required Fees: South Carolina Public Colleges and Universities and Peer Institutions.
PUB DATE- Oct 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Educational Finance; *Fees; Higher Education; Instructional Student Costs; Noninstructional Student Costs; Operating Expenses; *Peer Institutions; Public Colleges; School Policy; School Support; *State Colleges; *State Universities; *Tuition
IDENTIFIERS- *South Carolina

The purposes of this study were twofold: (1) to examine existent tuition and fee policy in South Carolina in order to determine why these charges are high, and (2) to consider whether the practice of escrowing tuition results in undesirable consequences. The study includes close definition of the terms "tuition" and "fees" and an analysis of the uses of tuition and required fees by peer group institutions to determine whether South Carolina's relatively high charges are due to the use of such funds for debt service and capital expenditures for facilities. Comparative information is also given on the allocation of required tuition and fees to the other two uses of these funds: (1) auxiliaries, and (2) education and general categories. The analysis found that more South Carolina colleges and universities required tuition and fees to service debt service and capital expenditures for facilities than did peer institutions though the differentials were not substantial enough to explain the high tuitions and fees in South Carolina. In addition the analysis found that South Carolina schools allocate somewhat less tuition and fee revenues to auxiliary expenses, and substantially more of these funds to education and general categories than do peer institutions. The study concludes that the high level of required tuition and fees is due to heavy reliance on these funds for education and general operations. (JB)

ED 354 848   HE 026 270

Higher Education and an Aging Society.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 89
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age; Aging (Individuals); Colleges; College Students; Educational Finance; Educational Gerontology;

Year 2000.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Audiovisual Aids; Drug Education; Educational Objectives; *Educational Television; Elementary Secondary Education; *Filmographies; Mathematics Instruction; Science Instruction; State Programs
IDENTIFIERS- National Education Goals 1990; *South Carolina Educational Television

This filmography correlates South Carolina's instructional television resources with the National Education Goals for the Year 2000. Each entry includes the title of the instructional television series, grade level, number of lessons/minutes, and curriculum area. The listing is divided into sections, one for each goal, including: (1) readiness (28 titles); (2) school completion (30 titles); (3) student achievement and citizenship (100 titles); (4) math and science (76 titles); (5) adult literacy and lifelong learning (34 titles); (6) and safe, disciplined, and drug-free schools (18 titles). (ALF)

ED 354 868 IR 015 957

Stuebing, Susan; And Others
Technology-Rich Learning Environments in Elementary and Secondary Schools: An Interactive Study of Physical Settings and Educational Change.
PUB DATE- 92
NOTE- 45p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Change; *Educational Facilities; Educational Strategies; Educational Technology; Elementary Secondary Education; Facility Guidelines; Longitudinal Studies; School Business Relationship; *Teacher Attitudes
IDENTIFIERS- *Apple Classrooms of Tomorrow; Floor Plans

This paper reviews an ongoing study on the physical settings of education with technology at the elementary and high school levels. The study, which is multi-disciplinary in nature, is based in sites in the process of change in teaching strategies, using learning technology as a catalyst for this change to take place. The focus of the study is on the physical environment changes in two Apple Classrooms of Tomorrow Longitudinal Research Centers and examines the following issues: (1) the physical environment as an obstruction to learning with technology; (2) teacher belief systems connected to the organization and use of technology for learning; (3) support for teachers as a means of altering their perceptions of the importance of physical environment to create change; (4) possible changes in an existing classroom to enhance cooperative learning and student-centered learning; (5) and the architectural or physical changes necessary to enhance learning. The addendum, which comprises more than half the document, contains floor plans for incorporating technology in the rooms in the elementary and high school. (Contains 11 references.) (ALF)

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *College Libraries; *Evaluation Methods; Expenditures; Futures (of Society); Higher Education; Library Collections; Library Services; Library Standards; Library Statistics; Models; *Program Evaluation
IDENTIFIERS- Ball State University IN; Collection Mapping

A local model for support of periodic academic program reviews by the Indiana Commission for Higher Education (ICHE) has developed and evolved at the Ball State University library. The process of devising a format to systematically report library holdings statistics to support program reviews and other collections development duties began in 1975; from 1975 to 1979, library holdings for the university's 48 departments were mapped. During the next 5-year ICHE review cycle, additional call numbers and shelf list measurements were added in response to curriculum changes. In 1985 a two-part document was developed for each department to support accreditation reviews. The first part of the document, a library holdings survey for the department, was a quantitative assessment of classified monographs and serials following the Research Library Group Subject Conspectus. The second part was a narrative detailing financial summaries and notable library resources and services, including: related reference works, microform and other non-print collections; course-related library instruction; and interlibrary loan and other document-delivery services. Library staff initiate meetings with each department's chair and interested faculty to obtain feedback relating to these documents or other issues. Significant literature on library support for academic program reviews and accreditation visits is reviewed, and future directions are considered. (KRN)

ED 354 887 IR 054 392

Long Range Program for Library Development in Alaska: 1993-1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 22 Apr 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Federal Legislation; Federal Programs; Library Cooperation; *Library Development; Library Facilities; Library Networks; *Library Planning; *Library Services; Literacy Education; Long Range Planning; *Public Libraries; *State Libraries; State Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Alaska; *Library Services and Construction Act

This long-range program is presented by the Alaska State Library to meet the requirements of the Library Services and Construction Act (LSCA) and to show how LSCA funds can contribute to meeting library needs in the state. The program has been reviewed and revised in accordance with the needs of the state for assistance under the LSCA. It reflects the results of evaluations and reports generated in 1991, incorporates revisions in the 1992 fiscal year annual program, and has been developed with the advice of the Governor's Advisory Council on Libraries and in consultation with the U.S. Department of Education. The long-range program includes present and projected library needs; a plan for meeting these

ED 354 906   IR 054 490

Dillon, Martin; And Others
Assessing Information on the Internet: Toward Providing Library Services for Computer-Mediated Communication. A Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Electronic Mail; *Electronic Publishing; Information Dissemination; *Information Networks; Information Storage; Integrated Library Systems; *Machine Readable Cataloging; Online Systems; Tables (Data); Users (Information)
IDENTIFIERS- *File Transfer Protocol; *Internet; MARC

The Online Computer Library Center Internet Resource project focused on the nature of electronic textual information available through remote access using the Internet and the problems associated with creating machine-readable cataloging (MARC) records for these objects using current USMARC format for computer files and "Anglo-American Cataloguing Rules, Second Edition" (AACR2). Internet users gain access to files using the File Transfer Protocol (FTP) and the Simple Mail Transfer Protocol (electronic mail). During the time of this study, the number of FTP sites increased 25%; the number of files, 46%; and the amount of storage, 63%. Descriptive information associated with these files is scant. Source code and system code combined account for 43% of files and 49% of storage, while text files account for 10% of files and 8% of storage; other categories include news, personal computer programs, data files, computer images, computer games, and executable program files. A test of the USMARC format for computer files and the AACR2 rules revealed that some extensions are necessary to accommodate remotely accessed electronic objects. A new MARC field, electronic location and access, is proposed. Draft cataloging guidelines to assist in the application of existing rules are offered. Twelve figures and 18 tables present study findings. Five appendixes include additional information about Internet and a 410-item annotated bibliography. (SLD)

ED 354 907   IR 054 492

Samet, Jan; And Others
Collection Development Policy. Revised.
PUB DATE- 9 Feb 93
NOTE- 20p.; Prepared by the Collection Department Committee of the Eugene P. Watson Memorial Library. A revision of ED 284 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; Childrens Literature; *College Libraries; Guidelines; Higher Education; Institutional Mission; *Library Collection Development; Library Material Selection; Nonprint Media; Online Systems; Reading Materials; Records Management; Reference Materials; School Policy; Serials
IDENTIFIERS- *Library Policy; Northwestern State University LA

Cultures of Mexico" (Michael O. Hironymous); (30) "Plants of the New World" (Russell E. Thomas); (31) "Latino Participation in United States Politics" (Danelle Crowley); (32) "Christopher Columbus" (Laura Gutierrez-Witt); and (33) "The Native Peoples of Guatemala" (Michael O. Hironymous). (KRN)

ED 354 926 JC 920 470

Les programmes revises des technologies du genie electrique et leur experimentation (The Revised Programs of Electrical Engineering Technologies and Their Pilot Testing).
PUB DATE- Jun 92
NOTE- 39p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Curriculum Design; *Curriculum Development; *Curriculum Problems; *Electronics; *Electronic Technicians; Higher Education; Majors (Students); Pilot Projects; *Program Validation; Public Colleges; Statewide Planning; *Technical Education; Two Year Colleges
IDENTIFIERS- Conseil des Colleges PA

In 1992, the Council of Colleges in Quebec undertook an analysis of proposed revisions to the electrical/electronic technology programs offered by the province's public colleges. The planned revision affects a large number of programs and colleges and would have important repercussions outside of the domain of the physical sciences. Part 1 of the analysis identifies the major proposed changes: (1) the realignment and clustering of programs into industrial, service, and research and development areas; (2) the creation of a new research and development oriented program in electronic design, and the addition of several new options in existing programs; (3) the revision of the program elements common to all electronics majors; (4) reduction of admissions requirements; and (5) the application of a more synthesized and integrated perspective. This section concludes with a discussion of some of the problems inherent in such major program revisions. Part 2 analyses the proposed revision in terms of its socioeconomic implications and effects on students; the coherence of the proposed programs; program balance; access to programs in the diverse specialities given that all majors will not be available at all public colleges; the transfer implications of the new electronic design program; workplace safety concerns; and practical training. Finally, part 3 discusses issues related to piloting the new programs and preparing for the full implementation of the revision. A summary of the major recommendations of the Council of Colleges is provided. (AC)

ED 354 927 JC 920 570

Completion and Persistence Report: Colorado Public Higher Education, Fall 1986 through Fall 1991. (Supplement to the November 1991 Report, "Persistence and Completion Rates: Colorado Public Higher Education, Fall 1986 through Fall 1990").
PUB DATE- Oct 92
NOTE- 189p.; For the earlier report, see ED 345 788.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Degrees (Academic); Ethnic

addition, in-depth interviews were conducted with chairs and faculty at four selected colleges, representing rural, city and urban campuses. An analysis of issues produced a total of 18 recommendations in the areas of access, assessment, articulation, curriculum, instruction, faculty, students, special students/special programs, multiculturalism, and the Division of Community Colleges. Overall, it was found that the mathematics departments performed well, providing such valuable programs as academic support laboratories, self-paced courses, video reinforcement for classes, and special courses in college survival. Areas of concern discovered during the review include student unpreparedness, the growing inability to effectively meet the needs of increasing numbers of learning disabled and English-as-a-Second-Language students, the effect of budget cuts on statewide articulation agreements, and the growing number of adjunct faculty teaching courses. A list of references, recommendations and advisory committee members; the survey instrument; mean test scores for mathematics; and a selected bibliography are appended. (MAB)

ED 354 942 JC 930 112

Educational Plant Survey: Lake City Community College, March 1-5, 1993.
PUB DATE- Mar 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Lake City Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in March 1993 at Lake City Community College (LCCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling and statutory foundations of plant surveys in the Florida community college system. Section 4 presents a historical overview of LCCC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of LCCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used per facility, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The 10th and final section offers recommendations for specific construction, remodeling, and renovating plans, as well as data on site acquisition,

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Education; *Community Colleges; *Educational Change; *Educational Improvement; Educational Objectives; Educational Principles; *General Education; High Risk Students; Liberal Arts; Multicultural Education; Two Year Colleges; Vocational Education

The articles in this collection recommend ways of bringing greater direction and focus to community college general education and thereby enhancing the fulfillment of collegiate missions and augmenting student learning. The sourcebook contains: (1) "Toward a Second Wave of Reform," by Jerry G. Gaff, which reviews the general education reforms of the 1980's and recommends further steps in redesigning general education to meet learning needs; (2) "The De Facto State of General Education," by Neal A. Raisman, which reports on a study of the general education curricula at Michigan community colleges; (3) "General Education in the Community College: Developing Habits of Thought," by Judith S. Eaton, which suggests different approaches to general education for different types of students; (4) "Broadening Our Conception of General Education: The Self-Regulated Learner," by Claire E. Weinstein and Gretchen Van Mater Stone, which proposes that general education should help students become expert, lifelong learners; (5) "Teaching Values Through General Education," by R. Murray Thomas, which offers specific approaches and exercises to teach values; (6) "Globalizing General Education: Changing World, Changing Needs," by Douglas P. Sjoquist, which discusses techniques for internationalizing general education; (7) "General and Developmental Education: Finding Common Ground," by Thomas L. Franke, which offers models for bridging developmental and general education needs; (8) "General Education for At-Risk Students," by Laura I. Rendon and Janyth Fredrickson, which considers ways general education can be changed to ensure greater success for minorities; (9) "Vocational Education and General Education: New Relationship or Shotgun Marriage?" by James Jacobs, which discusses ways to unite general education and liberal arts and prepare students to enter technological careers; (10) "General Education in Occupational Programs: The Barriers Can Be Surmounted," by Carole Finley Edmonds, which focuses on improving communication between general and vocational education practitioners; and (11) "Sources and Information: General Education in the Community College," by Neal A. Raisman and Karin Petersen Hsiao, which presents an annotated bibliography of current literature. (MAB)

ED 354 959   JC 930 130

Martinez, Art; Gonis, Marla
Continuation Application for Milwaukee Area Technical College High School Equivalency Program, FY 1992-93.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 14 Feb 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Bilingual Education Programs; Career Counseling; Community Colleges; *Competency Based Education; English (Second Language); Grants; *High School Equivalency Programs; Individualized Instruction; Job Training; *Migrant Education;

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; *College Role; Community Benefits; Community Colleges; *Community Cooperation; Community Involvement; Community Programs; Community Relations; Community Role; Institutional Cooperation; *Program Implementation; *School Community Programs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Community Based Programming

Community-based programming (CBP) is a cooperative process in which a community college serves as the leader and catalyst in effecting collaboration among the people, leaders and community organizations in its service area. This report discusses the changing role of the community college, the nature of CBP, and expected outcomes of the process, including identification of community concerns, unified action, high community standards, and the development of new leaders. In addition, 15 tasks are presented for use by community college leaders in carrying out CBP, including: (1) develop a definition of CBP that encompasses the basic principles required to fulfill the college mission as a community-based institution; (2) increase knowledge about the local social-cultural, economic, and political environment; (3) critically examine college operations to ensure an emphasis on CBP; (4) establish an environmental scanning committee (ESC) to evaluate the external environment and identify and rank issues of concern to the community; (5) provide leadership for the ESC; (6) the ESC should consult and seek confirmation from other community leaders; (7) gather information on local populations affected by identified issues; (8) identify formal and informal leaders within target communities; (9) initiate dialogue with leaders of target communities in order to attain consensus; (10) create a setting for leaders to formulate and discuss a unified plan of action; (11) provide leadership in carrying out the plan; (12) provide opportunities for leaders to report to their constituencies throughout the implementation phase; (13) provide catalytic leadership in assessing final outcome achieved and cost-effectiveness of the plan; (14) arrange opportunities for leaders to report to their groups on results attained or progress made toward resolving the issue; and (15) use results of the plan to develop and implement new plans for continued treatment of the problem. (MAB)

ED 354 976 JC 930 156

Angle, Nancy; And Others
The Changing Student Demography of Cerritos College. Topical Paper Series, Issue 2, Fall 1992.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; College Role; Community Colleges; Cultural Pluralism; Curriculum Development; Demography; Economically Disadvantaged; Educational Quality; English (Second Language); *Enrollment Trends; Faculty Recruitment; Institutional Characteristics; Sociocultural Patterns; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Cerritos College CA

The rapidly changing demographic profile of students at Cerritos

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Activities; Art Education; *Childrens Art; Cognitive Development; Cognitive Style; *Freehand Drawing; Learning Strategies; Perceptual Development; *Preschool Children; Preschool Education; *Spatial Ability; *Visualization; *Visual Perception
IDENTIFIERS- *Childrens Drawings

Conclusions derived from drawing research indicate that young children can be trained to see and respond to the distinctions of their observation and that these distinctions can enrich their drawing experiences. These distinctions include spatial information obtained from observation. Three basic factors influence young children's spatial representation: cognition (what is known about the objects); perception (what is seen); and graphic production (mark making). Although children's drawings are usually interpreted in psychological terms, drawings can be an important education tool. Drawing activities in art education include drawing from memory, drawing from imagination, and drawing from observation. Art educators can make a claim for the inclusion of perceptual training for young children. Coaching preschoolers to attend to the visual cues of size, shape, direction, and location will aid learning and memory. (MM)

ED 354 995 PS 021 058

Limoge, Sandra J.; Dickin, Paul S.
The Changing Composition of Families: Implications for Parent/Caregivers and Educators.
PUB DATE- 30 Jul 92
NOTE- 303p.; Master of Education Requirement, Saint Michael's College. College.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrator Attitudes; Cohabitation; Curriculum; Elementary Education; Elementary School Students; *Family (Sociological Unit); *Family Characteristics; Family Structure; Foster Family; *Hidden Curriculum; One Parent Family; *Parent Attitudes; Public Schools; Questionnaires; *Social Attitudes; Social Bias; Stepfamily; Surveys; *Teacher Attitudes; Textbook Content
IDENTIFIERS- Homosexual Parents; *Nontraditional Lifestyles

This study focuses on the visibility and acceptance of alternative family compositions in public schools. A total of 35 parent/caregivers and 24 teachers from three elementary schools in Vermont were surveyed. A review of school textbooks, curricula, and school contact forms was undertaken to determine the degree to which they represented nontraditional families. The findings indicated that teachers saw themselves as more inclusive and accepting of alternative family compositions in classroom materials and practices than parent/caregivers felt they were. The impression gained from parent/caregivers is that teachers try to be inclusive, but do not yet fully accept all family compositions in their language and practices. Results indicate that some children from alternative family compositions function under lower teacher expectations and a prevailing perception that they are at risk. Textbooks and forms do not appear to be inclusive, while formal written curricula seem to be somewhat more inclusive. Seven appendixes provide examples of: (1) the parent/caregiver survey and a list of ECDU addresses are included. (MM)

ED 355 015 PS 021 186

Stewart, Robert B., Jr.
The Second Child: Family Transition and Adjustment.
PUB DATE- 90
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Family Environment; Family Life; Longitudinal Studies; Marital Satisfaction; Parent Attitudes; *Parent Child Relationship; Parent Role; *Sibling Relationship; Social Support Groups; Stress Variables; *Systems Approach
IDENTIFIERS- Family Crises; Family Systems Theory; *Second Born; Sibling Attitudes; Sibling Birth; *Sociology of the Family

Synthesizing the methodologies of developmental psychology, family sociology, and systems theory, this 15-month longitudinal study examined familial role adjustments in 41 suburban families after the birth of a second child. Using interviews, observations, and rating scales, the study examined families during the third trimester of the second pregnancy, and 1, 4, 8, and 12 months postpartum. Adjustments in parent-child, sibling, and marital relations were analyzed. Rating scales included versions of the Parenting Stress Index (Form 5), the Who Does What? Index, the Questionnaire on Social Support and Satisfaction with Parenting Scale, the Rothbart Infant Behavior Questionnaire, and the Dimensions of Temperament Survey (DOTS). Selected findings are highlighted through a demonstration of how they illustrate the McCubbin and Patterson Double ABCX model of family crisis and the Family Adjustment and Adaptation Response process. Findings on parental stress and its mediation through support networks are discussed. Appendix A provides a summary of subdomains of the Parenting Stress Index, and appendix B provides a summary of temperament dimensions. (Contains 264 references.) (MM)

ED 355 016 PS 021 187

Richter, Ricka
A Critical Evaluation of Cognitive Style Assessment.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Style; *Cognitive Tests; Educational Psychology; Epistemology; Foreign Countries; Job Training; *Learning Theories; Personality Assessment; Systems Approach
IDENTIFIERS- *Jung (Carl G); Myers Briggs Type Indicator; *South Africa

This document reviews theories of cognitive style and methods of cognitive style assessment as they relate to the context of South Africa, where sociopolitical changes call for reassessment of theoretical assumptions in education and training. The report consists of six chapters. After a brief introductory chapter, the second chapter gives an overview of theories of intelligence and cognitive functioning. The use of problem-solving tasks as instruments for cognitive style assessment is presented. The third chapter contains a discussion of the current status of cognitive style theory and research. Topics discussed include a critique of the reliance

Year-Olds in a University Laboratory School," by Debbie LeeKeenan and John Nimmo; "Another Way of Seeing Things: We're Still Learning," by Baji Rankin and others; "A Backward Look: From Reggio Emilia to Progressive Education," by Meg Barden; and "Poppies and the Dance of World Making," by Paul Kaufman. A closing essay, "Conclusion: Where Do We Go From Here?" by Carolyn Edwards and George Forman; a glossary of terms used by Reggio Emilia educators; and a list of published resources about the Reggio Emilia approach conclude the volume. (MDM)

ED 355 035 PS 021 238

Investing in Families: A Historical Perspective. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session (July 23, 1992).
PUB DATE- 92
NOTE- 81p.; Contains many pages of small type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family (Sociological Unit); *Family Programs; Federal Aid; *Federal Programs; *Government Role; Hearings; *Poverty; Social History; Social Services
IDENTIFIERS- Congress 102nd

This hearing, chaired by Representative Patricia Schroeder, was held to examine historical trends in family structure and family values in light of the recent political debate over family values and their effect on poverty. Testimony and prepared statements were given by Representative Schroeder; Representative Gerry Sikorski; Senator Daniel Patrick Moynihan; Dr. Allan Carlson of the Rockford Institute, Rockford, Illinois; and Professor Stephanie Coontz of Evergreen State College, Olympia, Washington. Participants maintained that historical shifts in family composition challenge conventional wisdom, in that family disruption was common in colonial times and that family size has continually decreased. It was also maintained that government assistance has failed to keep up with changing needs, in that the federal government in the past provided more effective assistance to facilitate home ownership and support health care, education, and improved working conditions. Government programs that once reduced poverty have fallen short in the 1990s, due to the fact that the federal government has dedicated an increasingly smaller percentage of the budget to child and family programs. (MDM)

ED 355 036 PS 021 240

Horn, Evelyn D.
An Argument for Using Intrinsic Rather Than Extrinsic Motivation, with Specific Suggestions for Teachers.
PUB DATE- Apr 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Class Activities; Educational Trends; Elementary School Students; Elementary Secondary Education; *Learning Motivation; *Motivation Techniques; Parent Student Relationship; *Rewards; Secondary School Students; *Self Motivation; *Student Attitudes; *Student Motivation; Teacher Motivation; Teaching Methods

learn; (5) making decisions; (6) managing, setting group goals, planning, and making priorities; and (7) working with groups. The manual also includes general information about the project; information about leadership and description of leadership styles; suggested project goals; and selecting practical leadership experiences. Each learning activity is written from the perspective of the group leader and includes: a brief description of the purpose of the activity; an indication about the focus of the activity, whether it is on the individual member or a group working together; information to discuss with the group and instructions for conducting the activity; and discussion questions for group participants. This manual includes a list of 27 references. (LP)

ED 355 055 RC 018 991

Gulliford, Andrew
America's Country Schools. Second Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 300p.; For first edition, see ED 251 270.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Architecture; *Educational History; Elementary Secondary Education; *One Teacher Schools; Preservation; Rural Education; *Rural Schools; *School Buildings; School Community Relationship; Small Schools; Student Experience; Teaching Experience
IDENTIFIERS- *Historical Preservation

At the turn of the century, over 200,000 one-room schools existed in the United States. These simple, vernacular buildings represented the nation's commitment to education and were also the center of community life. The country school continues to be a powerful cultural symbol. This book consists of three parts. The first section describes country schools' educational and cultural legacy. Chapter 1 gives an overview placing country schools in the larger social and historical framework of American education. Chapter 2 describes the country school curriculum, discipline, and teaching methods. Chapter 3 presents anecdotes and memoirs describing teacher education, teaching conditions, and teachers' lives on the Western frontier in the late 19th and early 20th centuries. Chapter 4 features oral history material on the role country schools played as rural community centers. Chapter 5 discusses the assimilation of immigrants and minorities through rural schools. Chapter 6 looks at public, private, and parochial country schools in operation today. The second section examines the great variety of design in country school architecture. The third section discusses the preservation and restoration of country schools; describes new uses as museums, centers for living history programs, and community centers; presents preservation case studies; and lists one-room schools, state by state, that remain in public ownership. This book contains approximately 275 references, 400 photographs, numerous illustrations and line drawings, a list of 21 organizational sources of information, and an index of schools. (SV)

ED 355 056 RC 018 992

Gilbert, W. Sakiestewa
School, College and University Partnership Program (SCUP). Final

school; (2) among teachers, administrators, and students in the school; and (3) between teachers and students in the classroom. A trip to 25 small town school districts in 21 states revealed few instances of democracy, and many instances of unidirectional teaching, authoritarian leadership, and little community involvement. Small town schools provide a natural connection to their community. The community and schools can work together to solve problems with youth and to allow students to become more involved in the community. Site-based management is a strategy to decrease the hierarchical control and power of administrators. The majority of the 119 teachers interviewed on the trip wanted to be more involved with improving their teaching and the school. Of the 84 principals and assistant principals interviewed, 35 behaved democratically and 38 were categorized as authoritarian. Principals are urged to use the high commitment of their teachers to share school leadership. Changes need to occur in the classroom to allow democratic governance involving the students. With small classes and high social interaction, small town schools have an advantage in providing classrooms where authentic dialogue and involvement can occur. (KS)

ED 355 075 RC 019 052

Chalker, Donald M.
Project STEPE: A Collaborative Model for Improving Teacher Effectiveness in Rural Schools.
PUB DATE- 12 Oct 92
NOTE- 17p.; Paper presented at the Annual Convention of the National Rural Education Association (84th, Traverse City, MI, October 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Involvement; *Consortia; *Educational Cooperation; Elementary Secondary Education; Higher Education; Parent Participation; *Rural Schools; *Staff Development; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- North Carolina; Partnerships in Education; Western Carolina University NC

Project STEPE (Strengthening Teacher Effectiveness Through a Partnership of Equals), designed to improve instruction, involves collaboration between Western Carolina University and seven rural North Carolina school systems. The consortium also includes several institutions associated with education and rural issues, two community colleges, parents, business leaders, and government officials. The mission of Project STEPE is to strengthen teacher effectiveness by concentrating available local resources on the problems or issues identified by the participating school partners. A paid consultant coordinates the project and chairs the Western Regional Council for the Improvement of Teacher Effectiveness (WRCITE), which is composed of representatives of each STEPE partner and the steering committee of STEPE. Suggestions from the various interest groups on WRCITE established the agenda for STEPE projects. The consultant attends all local meetings and each WRCITE meeting to advise and coordinate the consortium. Some activities of STEPE include: (1) shared staff development programs; (2) grant projects; (3) new teacher programs; and (4) collaborative research. Evaluation of STEPE suggest that more involvement by representatives from business, government, and

Improvement; *Investigations; Mathematics Education; *Mathematics Instruction; *Narration; *Problem Solving; Teacher Student Relationship; Teaching Methods

The narrative structure of a classroom event describes the order in which the story of the event unfolds. This paper compares the narrative structure of a traditional classroom to that of a communicative classroom. The comparison is made in the form of a drama in which a communicative mathematics spokesperson relates the comparative mathematics method to an elementary school teacher. The drama is presented in three scenes. Scene I provides the setting. Scene II retells the story of the traditional mathematics classroom. The narrative structure of a traditional classroom is: What, When, How, Why, Who, and Where. In the course of the scene these parts are described. The traditional classroom scenario begins with the curriculum to be covered, the What; followed by the sequence in which topics would be introduced, the When; and the instructional methods to communicate the What When, the How. The Why asked by students is usually related to the What to be learned later. Then the student levels are determined to see Who would learn the What, When, and How. Where this takes place is relatively unimportant in the traditional classroom. Scene III retells the story of the communicative classroom. The narrative structure of this classroom is: Where, Who, Why, How, When, and What. The communicative classroom starts out with the context of the problem, the Where. The setting will then build upon the experiences of the students, the Who, presented with the question to be investigated, the Why. The next steps determine the method of investigation, the How, unfolding When, to discover the mathematics to be learned, the What. A chart contrasting the two approaches is provided. (MDH)

ED 355 093 SE 053 183

McDiarmid, G. Williamson; Kleinfeld, Judith, Ed.
Kathy: A Case of Innovative Mathematics Teaching in a Multicultural Classroom. Teaching Cases in Cross-Cultural Education Series, No. 9.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Constructivism (Learning); Culture Conflict; *Discovery Learning; Discovery Processes; Discussion (Teaching Technique); Elementary Education; Higher Education; *Instructional Innovation; Mathematics Education; *Mathematics Instruction; Models; *Multicultural Education; Parent Teacher Cooperation; *Preservice Teacher Education; Problem Solving; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Educational Issues

Teaching cases have been utilized in professional training and can offer dramatic accounts of problems teachers may confront in the classroom. This case study examines a fact-based story of a third-grade teacher's confrontation with the mother of an African-American child who disagrees with the innovative approach utilized in her child's mathematics classroom. The booklet is designed for use in the preparation of elementary school teachers and presented in seven sections. The bulk of the document is the presentation of the case: a description of the conflict between the teacher and the mother, a description of the teaching methods utilized in the student's third-grade

ED 355 110 SE 053 468

Lederman, Norman G.; And Others
A Summary of Research in Science Education--1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Concept Formation; Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; *Problem Solving; Process Education; Rural Education; Science and Society; Science Curriculum; *Science Education; Science Instruction; Science Teachers; Scientific Concepts; State of the Art Reviews; Teacher Education
IDENTIFIERS- *Science Education Research; Science Process Skills

This summary of research in science education continues a long tradition of review and analysis of research in science education by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education. The summaries provide an overview of recent research, provide research information in a succinct form for practitioners and development personnel, stimulate ideas for future research, and track trends in science education research. The research selected was published in 14 refereed journals during 1991. (These journals were considered to be the primary journals for the dissemination of science education research.) Over 50 dissertations reported in 1991 are referenced but not summarized. The summary is divided into two broad categories: (1) research on teaching, and (2) research on learning. Category 1 is subdivided into four areas: (1) curriculum and instruction (e.g., nature of science, reading and writing, strategies and methods); (2) cognition and achievement (teachers' knowledge of students' knowledge and of content and pedagogy); (3) affect and characteristics (teachers' attitudes, beliefs and characteristics); (4) science teacher education. Category 2 is subdivided into three areas: (1) curriculum and instruction (e.g., process skills, scientific literacy, learning in small groups); (2) cognition and achievement (reasoning and problem solving, conceptions of science, cognitive style and study strategies); (3) affect and characteristics (e.g., gender issues, science competitions, course enrollment). A "Brief Guide to ERIC" concludes the document. (Contains over 150 journal references.) (PR/CW)

ED 355 111 SE 053 469

Rubba, Peter A., Ed.; And Others
Excellence in Educating Teachers of Science. The 1993 Yearbook of the Association for the Education of Teachers of Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Concept Formation; Educational Change; Educational Research; Education Courses; Education Majors; Elementary

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African Studies; Cross Cultural Studies; Cultural Influences; Curriculum Development; Foreign Countries; Foreign Culture; *French; Geography Instruction; Instructional Materials; *International Education; Learning Activities; Learning Strategies; Secondary Education; *Second Language Instruction; Second Language Learning; Teaching Methods; Units of Study
IDENTIFIERS- *Francophone Africa

This curriculum unit is part of a larger project designed to introduce communication-based, culturally specific instructional materials on French-speaking African societies into foreign language curricula with the goal of increasing the appeal and relevance of French language study, especially to African-American students. The materials are intended for beginning-level French students. A communication-based approach to language learning helps students develop the skills necessary to produce and receive understandable messages. These skills include reading, writing, listening, and speaking in the target language, and focusing on materials in their cultural context. The lessons in this unit concern the geographic and cultural diversity of Francophone Africa. Each lesson includes a lesson overview, materials, lesson content, procedures, and student handouts. The included lessons are entitled: (1) "Une Introduction au Continent Africain"; (2) "La Diversite Geographique de L'Afrique Francophone"; (3) "Les Modes de Vie en Afrique Francophone"; (4) "Faisons une Visite a Abidjan"; and (5) "Le Mariage Chez les Tabwa." (DB)

ED 355 129 SO 022 396

Geografia de America Latina. Grados Seis-Diez (Geography of Latin America. Grades Six-Ten).
PUB DATE- 92
NOTE- 74p.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Students; Foreign Countries; Geographic Concepts; *Geography Instruction; Instructional Materials; Intermediate Grades; Map Skills; Secondary Education; Secondary School Students; Social Studies; Spanish; *Spanish Speaking
IDENTIFIERS- *Latin America

This publication, intended for Spanish-speaking students in grades 6-10, has three main objectives. First, it serves as an introduction (or refresher) to basic geographic concepts. Second, it is an examination of the physical and political geography of Latin America. Third, it is designed to help students examine maps in a critical manner. The guide contains seven lesson, which may be presented as a whole or independently. The lessons are entitled: (1) "La orientacion con el globo y mapas"; (2) "Los paises de America Latina"; (3) "Caracteristicas fisiograficas de America Latina"; (4) "Las quince mayores ciudades de America Latina"; (5) "El Clima de America Latina"; (6) "Proyecciones de planisferios"; and (7) "Busqueda geografica." Five appendices list the highest or largest mountains, volcanoes, deserts, rivers, and lakes of Latin America. An annotated list of references and a description of how this guide helps to meet certain California ideas and taking advantage of special opportunities that arise as students become genuinely involved in thinking about the law. (LBG)

ED 355 150 SO 022 972

Frank, Alan; And Others
The Bill of Rights in Nebraska. Curriculum Materials for Senior High School Students.
SPONS. AGENCY- Nebraska Committee for the Humanities.
PUB DATE- 88
NOTE- 410p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; High Schools; High School Students; Instructional Materials; *Law Related Education; Learning Activities; Social Studies; State History; Teaching Methods; United States History
IDENTIFIERS- *Bill of Rights; Nebraska

Twelve lesson plans on the Bill of Rights are featured in these materials for Nebraska senior high school students. The 12 lessons include: (1) The Bill of Rights--Introductory Unit; (2) Freedom of Speech; (3) Freedom of the Press; (4) Free Press/Fair Trial; (5) Freedom of Religion; (6) The Right to Keep and Bear Arms; (7) Due Process; (8) Search and Seizure and the Right of Privacy; (9) The Fifth Amendment; (10) The Sixth Amendment: Equal Justice Under Law; (11) The Eighth Amendment; and (12) Equal Protection. Each lesson provides an introduction, goals, objectives, activities, and media resources. A series of activities comprise the focus of each lesson. Instructions for teachers on the activities are included, as are student materials. (DB)

ED 355 151 SO 022 974

Mississippi Curriculum Structure: Social Studies.
PUB DATE- Jun 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Mississippi

This curriculum guide sets forth what the Mississippi State Board of Education believes should be the outcomes of social studies education in the public schools. For each of the grades K-8, and for each of the courses taught at the 9-12 grade levels, an overarching goal statement is listed. For example, for kindergarten, the goal statement is: the child will develop greater self-awareness, learn to work with others, explore past and present, and acquire communication skills. Each grade or course also is composed of several strands--the areas of learning in the social studies--such as history, geography, political science, and economics. Within each of the strands listed for a particular grade or course, more specific goals are stated. For example, under the geography strand for in the workplace. Procreative decisions are private ones, and once the door is open to government restrictions it will be hard to close. Prior to 1850, abortion was legal in most states. Not until the professionalization of the medical field did physicians and others seek to restrict access to abortion. The church came to oppose abortion on moral grounds, while some sought to limit the practice as a means of battling the emancipation of women. During the 20th century a patchwork of abortion regulations and restrictions arose. Not until the U.S. Supreme Court's 1973 Roe v. Wade decision was it clear that women had the legal right to seek abortions. More recent decisions, along with congressional and state legislative initiatives, have clarified the scope of the right. Birth control has long been controversial in the United States, but laws making it illegal were invalidated long ago. More recently, laws purporting to protect pregnant workers have also been struck down as discriminatory. Women can never hope to be free to exercise all of their choices and achieve equal opportunity until they win the right to control their own bodies. (LBG)

ED 355 171 SO 023 080

Senesh, Lawrence
Building a Learning Society.
PUB DATE- 91
NOTE- 14p.; For related materials, see SO 022 681 and SO 023 081.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Role; *Educational Change; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Parent Role; *Role of Education; Student Educational Objectives; Teacher Role
IDENTIFIERS- *Learning Society

The current efforts to reform U.S. education are misguided because they place increased burdens on the schools and ignore the total learning environment. The majority of youth step out of school into an intellecutal vacuum of no feedback and no enrichment. The home, the school, and the community must be involved in a holistic way with education, out of which a Learning Society will evolve. The building of a Learning Society consists of two major steps: a commitment to a set of values and the development of a communication network within the schools and between the schools, the parents, and the community at large. The values of a Learning Society include lifelong learning and the creation of a society in which education is interwoven with the social, political, and economic fabric. Education becomes not a system in itself but rather a responsibility of the entire society. The network to be developed in the Learning Society is called the Citizens' Alliance. It is a volunteer organization composed of about 60 representatives of the homes, schools, and community and charged with carrying out a number of tasks, among which are: (1) to organize dialogues on short-range and long-range educational goals as well as intergenerational dialogues between high school students and senior scholars; (2) to initiate the preparation of community profiles; i.e., concise descriptions of the natural, social, and cultural system of the community written by students; (3) to be a clearinghouse for learning innovation; and (4) to organize ongoing dialogues on strengthening the continuum of the K-12 curriculum. Other aspects developed in a Learning Society include value fourth grade, for which third-grade teachers are often held accountable. A full-scale theme study is then described, using the theme of "The Voyage of the Mimi" with the subtopic "whales." Subject areas integrated into the theme included reading, writing, spelling, social studies, and science. Learning activities included in the theme's 13 units are described. The concluding section provides a method for planning and developing a theme study, and presents an example of a theme study planning model using the Michigan Model Core Curriculum to provide the basic structure of the skills and concepts that need to be taught. The paper also includes a 28-item bibliography and two appendixes providing background information on "The Voyage of the Mimi." (Contains 16 references.) (JDD)

ED 355 190 SP 034 271

Hudson, J. Blaine
The Pan African Studies Institute: Teaching the Teachers.
PUB DATE- 92
NOTE- 28p.; Paper presented at the African American Education Conference (Cincinnati, OH, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Black Students; Classroom Techniques; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); Preservice Teacher Education; *Racial Attitudes; Social Integration; *Teacher Role
IDENTIFIERS- African Americans; Afrocentrism; *Curriculum Implementation; Knowledge Base for Teaching; *Pan African Movement; University of Louisville KY

The Pan African Studies Institute for Teachers is a year-long, 9-credit hour sequence of college courses and related follow-up activities designed to prepare educators for the implementation of an anti-racist, Afrocentric curriculum. This paper outlines a conceptual and historical framework within which the institute may be understood and assesses current research and historical literature on several broad educational and social issues not related directly to school curriculum. The institute provides intensive and structured learning experiences intended to equip educators with the knowledge base, and with instructional and classroom management strategies considered to be most effective in facilitating the educational and social development of African American children; it reflects the direct and informed involvement of African American educators and academicians in an effort to define curriculum content and values for all students; it establishes criteria for training and retraining teachers; and it develops educationally and philosophically valid quality controls which may be applied to both teacher training and curriculum implementation. The paper describes the organization and programs of the institute. (Contains 45 selected references.) (LL)

ED 355 191 SP 034 272

Tanner, David E.; Pohan, Cathy A.
Between Rocks and Hard Places: Teacher Competency Testing and the Makeup of the Teaching Force.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February

literature suggests that: (1) computers cannot replace good teaching; (2) no clear-cut conclusions about the impact of computer use in the classroom can be drawn; (3) teachers are critically important in classroom computer use; (4) teachers' traditional beliefs may inhibit them from taking instructional risks and implementing technological innovations; (5) computers can be an important component of an active learning environment; (6) educational technology can be a change agent and catalyst for school restructuring; and (7) teaching is generally complicated through the use of technology in the classroom. The paper concludes that both inservice and preservice education should place technology near the center of learning and curricular improvements. (IAH)

ED 355 208   SP 034 342

Business, Social Agencies, and Education Institutions: Collaboration for Urban Education Needs.
PUB DATE- Feb 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Black Students; *College School Cooperation; Computer Assisted Instruction; Education Work Relationship; Elementary Secondary Education; Higher Education; Low Income Groups; Minority Group Teachers; Preservice Teacher Education; Program Descriptions; *School Business Relationship; *School Community Relationship; Schools of Education; Student Financial Aid; *Teacher Recruitment; *Urban Education
IDENTIFIERS- African Americans; *Collaboratives; Integrated Services; *University of Akron OH

The College of Education at the University of Akron (Ohio) approaches program delivery, service, research, and student diversity through collaborative efforts, which are complementary to and facilitated by an urban education program. The Decker Family Development Center is a collaborative project involving the university, the school district, a local hospital, and two social service agencies in an effort to provide comprehensive, coordinated medical, educational, and social support services. Personnel from a major corporation, students and teachers in an urban middle school, and faculty from the school of education collaborate in Business Education Alliance Reaches Schools (BEARS)--a project to enhance sixth graders' school learning through demonstration of the relevance of skills and subjects taught in schools and their application in the work place. The Minority Teacher Preparation Program (MTP2) recruits African Americans, provides teacher training, and places the teachers in local schools. Business Education Collaboration on Minorities in Education (BECOME) is a scholarship/loan program targeted to African Americans majoring in teacher education. Faculty from the College of Education have been awarded a grant to conduct an in-depth assessment with an adult literacy program--Principles of the Alphabetic Literacy System (PALS), a program in which the faculty continues to be involved. An 18-entry bibliography on collaboration is appended. (IAH)

ED 355 209   SP 034 344

Shippy, Virginia; Garland, Colden
A Process for Identifying and Resolving Role Conflict in the

students and teachers recognize the existence, importance, and functions of the home- and school-language traditions and do not try to learn or teach one to the exclusion of the other. Just as Northern Ute children have demonstrated the ability to use context-controlled story grammar categories, they should be given the opportunity to expand this skill into context-controlled language traditions. Contains 33 references. (LB)

ED 354 772 FL 020 991

Reyhner, Jon
A Description of the Rock Point Community School Bilingual Education Program.
PUB DATE- Jun 89
NOTE- 13p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *American Indian Languages; Bilingual Instructional Materials; Curriculum Development; Elementary Secondary Education; English (Second Language); Language Dominance; Language of Instruction; *Navajo; Program Evaluation; *Reservation American Indians; Uncommonly Taught Languages
IDENTIFIERS- Navajo (Nation); Rock Point Community School AZ

Rock Point Community School's bilingual program is described. Located in the Navajo Nation in Northeast Arizona, the school began its English-as-a-Second-Language (ESL) instruction in 1960 and bilingual education in 1967. In 1982, the first high school seniors were graduated. By 1988, 43 percent of Rock Point students were dominant Navajo speakers and only 5 percent were dominant English speakers. Under the Rock Point bilingual curriculum instituted in 1967, kindergarten students are taught reading in Navajo. The program features a locally trained Navajo teaching staff and a bilingual curriculum that is not dependent upon supplemental funding. Navajo language teachers in grades K-12 are paid from the same main contract funds as most English language teachers. The bilingual program is viewed as both a coordinate and a maintenance program, with instruction in the two languages kept separate but complementary. A summary of the Navajo and English curriculum for grades K-6 is illustrated. Research support for the Rock Point program is reported, including educational areas that need to be addressed to empower Indian students. The development of Navajo curriculum materials is also described, and the use of standardized tests to evaluate the Rock Point program is discussed. Finally, community involvement is cited as a component in the success of the Rock Point program. Contains 17 references. (LB)

ED 354 773 FL 020 992

Nicholson, Rangi
Maori Total Immersion Courses for Adults in Aotearoa/New Zealand: A Personal Perspective.
PUB DATE- Jun 89
NOTE- 15p.; In: Reyhner, Jon, Ed. Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues Institute (9th, Billings, Montana, June 8-9, 1989); see ED 342 512.

specific changes in college drinking since a similar study on the topic was done in 1977; (2) determine the types of problems experienced by heavy drinkers; and (3) search for factors which might account for the continuation of this high risk behavior. Surveys were sent to a random sample of 200 freshman students from a pool comprised of the freshmen at 17 colleges. A total of 3 mailings were sent, for an overall response rate of 64 percent. In addition, 73 deans of students at Massachusetts colleges completed a questionnaire on problems in their student population. Their response rate was 72.7 percent. Results revealed the following: drinking is popular among students; many are heavily involved with alcohol; the legal drinking age is related to the nature of drinking among the underage freshmen; almost no students viewed themselves as problem drinkers; illicit drug use and smoking were less common than drinking; compared to 1977, current heavy use of alcohol remained constant with only half as many freshmen using marijuana, cocaine or cigarettes; automobile safety is a major problem; drinking patterns begin in high school and increase in college where it is highly social and typified by binge drinking; binge drinkers are heavily involved with alcohol, experience alcohol related problems, and have poor auto safety records. Also, according to the college deans surveyed, student alcohol use presents a serious problem for their institutions. (Contains 19 references.) (JB)

ED 354 792   HE 026 017

Henderson, Cathy
College Freshmen with Disabilities. A Statistical Profile.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; College Choice; *College Freshmen; College Students; Comparative Analysis; Degrees (Academic); *Disabilities; Family Characteristics; *Full Time Students; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; Postsecondary Education; Research; Speech Handicaps; Statistical Data; *Student Attitudes; Trend Analysis; Visual Impairments

This report contains national data on the change over time in the participation of students with disabilities in postsecondary education and reports on the 140,000 students with disabilities who are among the 1.6 million full-time, first-time freshmen attending more than 3,100 institutions of higher education in 1991. The report compares responses of freshmen with disabilities to those who did not report a disability. Among the numerous topics of comparison are personal and family background, high school preparation and articulation to college, college and career expectations, self-perceptions, and opinions. Differences between men and women with disabilities are compared, as are differences between students with particular kinds of disability with those reporting "other" or "no" disability. Among the findings, it is reported that, since the end of 1970, the percent of freshmen who report having a disability has tripled. Furthermore, the disabling conditions that are most prevalent today are more likely to be invisible (learning disabilities, health impairments, speech impairments, low vision, or loss of hearing) than obvious (deafness, orthopedic problems, blindness). In addition, freshmen with disabilities are reported to be more likely than their peers to university faculty members, industrial organizations, and other Air Force organizations. The paper briefly describes the goals and organizational format for the workshop and then provides synopses of participants' presentations and panel discussion. A final section offering conclusions observes that because academic and government participants disagree as to the best approach for integrating reliability and maintainability into the engineering curriculum, and due to the complexity of the issues, none of the suggestions discussed at the workshop promise to be effective in the near term though they may have significant impact by the turn of the century. Appendixes list participants and contain the workshop agenda. (JB)

ED 354 811 HE 026 230

1992 NACUBO Endowment Study.
PUB DATE- 93
NOTE- 426p.; For the 1991 edition, see ED 346 796. "In cooperation with the Association of Governing Boards of Universities & Colleges."
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *Economic Development; Educational Finance; *Endowment Funds; Expenditures; Financial Policy; Fiscal Capacity; Higher Education; *Investment; Private Colleges; Resource Allocation; Universities

This report presents the results of a 1992 study of the performance and management of college and university endowments. Part I offers succinct information on the data collection process, provides definitions, and explains the formula used in the analysis. Part II presents the report's exhibits in two sections. The first section describes: (1) general endowment characteristics, including assets, assets by institution type, institutions ranked by value of endowment, assets per full-time equivalent students, and types of endowments; (2) growth (growth and market indexes, spending rates and rules, and gift flow rates); and (3) asset allocation (including a list of asset allocations by institution). The second and longest section details investment pool characteristics. These include: (1) general characteristics (investment pool assets and institutions grouped by size of pool); (2) performance (nominal returns, range of nominal returns, and real and nominal returns average, compounded, and cumulative); (3) asset allocation (by institution and changes in allocation); (4) turnover and fees (common stock and bond turnover, management fees, custodial fees); and (5) managers and custodians (management structures by institution, bank custodians by institution). Part 3 consists of two appendixes containing a glossary and descriptions of market indexes. Also listed are firms that contributed to funding the study. Attached are a separately published executive summary and a formal acknowledgement booklet listing contributors to the study by level of gift and with brief descriptions of each donor. (JB)

ED 354 812 HE 026 231

Ciofalo, Andrew, Ed.
Internships: Perspectives on Experiential Learning. A Guide to Internship Management for Educators and Professionals.
PUB DATE- 92
NOTE- 278p.

Central Staff Office of Institutional Research reports from 1967 through 1991. (GLR)

ED 354 830 HE 026 250

Non-Credit Instructional Activities January 1, 1992 through June 30, 1992 with Trend Information from 1983. Report No. 20-93.
PUB DATE- Jan 93
NOTE- 530p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; Community Colleges; *Continuing Education; Declining Enrollment; *Educational Demand; *Enrollment Trends; Higher Education; *Noncredit Courses; Nontraditional Students; Postsecondary Education; School Registration; School Statistics; School Surveys; Statistical Analysis; Statistical Data; Tables (Data); Universities
IDENTIFIERS- *State University of New York

This report consists largely of statistical data that summarizes the responses of the State University of New York (SUNY) to the biannual survey of Non-Credit Instructional Activities for January 1, 1992, through June 30, 1992. The report consists of five parts. Part I includes information on non-credit activities and registrations from a SUNY-wide perspective. Part II provides non-credit trend data from 1983 through June 30, 1992. Part III includes a listing of all non-credit activities offered at SUNY colleges and universities from January 1, 1992, through June 30, 1992 by subject areas, title, and campus. For each non-credit instructional activity reported in the survey, the following information is provided: contact hours, continuing education value, course location, instruction type, instructor type, number of registrations, organizing unit, revenue source, subject areas, and target clientele. A summary chart of the available non-credit reports and the detail provided in each report is also provided. Part IV, an appendix, includes a map of the locations of SUNY institutions and a chronological listing of when the institutions were established. Also provided (Part V) is a publications list of reports by the SUNY Central Staff Office of Institutional Research. (GLR)

ED 354 831 HE 026 251

Horn, Laura; Khazzoom, Aziza
Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1989-90. Contractor Report. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Colleges; Comparative Analysis; Course Selection (Students); *Enrollment; Ethnic Groups; *Financial Support; Higher Education; Statistical Data; *Student Characteristics; *Student Educational Objectives; Student Financial Aid; *Undergraduate Students; *Undergraduate Study; Universities
IDENTIFIERS- *Diversity (Student)

*Futures (of Society); *Gerontology; *Higher Education; Institutional Mission; Older Adults; Universities

The seven papers in this report were prepared as part of a project intended to open a dialogue between leaders of higher education and aging communities, and were originally developed as background material for an invitational meeting between these groups. The first three papers deal with broad issues in which both communities share an interest. The papers are: "Higher Education and Older Adults in the 21st Century (1990-2010): Who Will Be Learning? Who Should Be Learning?" (Solomon Arbeiter); "Financing Higher Education Over a Lifetime" (Arthur M. Hauptman); and "Higher Education and Aging communities: Natural Allies in a Changing World" (John M. Cornman). The second set of three papers focuses more on how higher education can pursue its missions of teaching, research, and public service in an aging society. The papers are: "Gerontology and Higher Education: Continuing To Open the American Mind" (George L. Maddox); "Responsibilities of Higher Education to Research on Aging" (Richard C. Adelman); "The Third University Mission: To Serve Older Adults" (David G. Brown) focuses on the universities' role in public service. A final paper (by Pamela Cristoffel) offers a data summary on age, the workplace, implications for higher education, and education of older adults now and in the future. An appendix lists names and addresses of contributors and participants in the conference that inspired this publication. Individual papers include references. (JB)

ED 354 849   HE 026 272

Viola, Joy Winkie
Presidential Inaugurations: Planning for More than Pomp and Circumstance.
PUB DATE- 93
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *College Presidents; Colleges; Committees; Higher Education; *Planning; Social Planning; Universities
IDENTIFIERS- *Ceremonies; College Special Events

This publication covers the fundamentals of planning a college or university presidential inauguration. The guide's 10 chapters are based in part on a survey of colleges and universities that appointed new presidents between January 1990 and January 1992. The first chapter offers five rules for "getting your act together": you should have started earlier; pick the right chair; appoint committee members who get the job done; develop a theme and stick to it; and define the scope of your celebration. The second chapter goes into more detail on creating a committee to get the job done. Chapter 3 describes how to clearly define committee responsibilities early in the planning process. Chapter 4 discusses the budget for inaugural events including establishing priorities, trimming expenses, and a budget planning checklist. Chapter 5 treats the invitation process including announcements, special invitations of political leaders, mailing lists, invitation design, and deadlines. Chapter 6 focuses on planning the installation ceremony itself. Chapter 7 covers additional events in the inauguration. Chapter 8 considers potential problems and how to

ED 354 869 IR 015 959

Scott, Donna M.; And Others
Teaching Collaborative Problem Solving Using Computer-Mediated Communications.
PUB DATE- Jan 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Education and Communication Technology (New Orleans, LA, January 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Computer Assisted Instruction; Computer Networks; *Cooperative Learning; Educational Research; Grading; Group Activities; Higher Education; Microcomputers; *Participative Decision Making; *Problem Solving; Statistical Analysis; *Telecommunications; Undergraduate Students
IDENTIFIERS- *Collaborative Learning; *Computer Mediated Communication; University of Northern Colorado

This research study used a system of microcomputers interconnected with electronic meeting system software as a possible means of overcoming the grading and participation disparity problems associated with group work sessions conducted in face-to-face meetings. The purpose of the study of 20 undergraduate business students at the University of Northern Colorado was to determine the effect of computer-mediated communications on the productivity and the participation pattern of groups involved in collaborative problem-solving activities. As originally hypothesized, the results showed that students were more productive in accomplishing task objectives and participated more uniformly when working together using computer-mediated communications. It is noted that computer-mediated communications can function effectively as an alternative means of teaching collaborative problem solving, particularly when the instructor would like to be able to grade individual students' contributions. Several tables summarize the data. (Contains 5 references.) (ALF)

ED 354 870 IR 015 960

Homework Help and Home/School Communications Systems: Examples from AMERICA 2000. Issue Briefs.
PUB DATE- 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- After School Centers; After School Education; *After School Programs; Cable Television; Elementary Secondary Education; *Homework; Parent School Relationship; School Community Relationship; School Surveys; *Study Centers; Telephone Communications Systems; Tutoring
IDENTIFIERS- *Homework Assistance Programs; Voice Mail

This report describes programs that have been developed to improve students' attention to and success with homework assignments. The four predominant types of programs, as identified through an informal survey of 100 school systems around the United States, are discussed: (1) recorded messages by voice mail; (2) live telephone homework help services; (3) live cable television shows that include on-air or behind-the-scenes telephone support for callers; (4) and drop-in homework help centers located at schools or community centers.

needs; and policies and procedures for periodic evaluation of programs supported under LSCA with provision for dissemination of evaluation results and other pertinent information. The report also describes how programs supported under LSCA will be coordinated with library programs operated by institutions of higher education, schools, and/or other public and private library service programs. Policies and procedures for approval of applications for the construction of public library facilities are included as they apply to Title II projects. A legislative chronology of LSCA and a directory of members of the Governor's Advisory Council are included. (KRN)

ED 354 888 IR 054 393

Mahon, Barry, Ed.
European Association of Information Services (EUSIDIC) Annual Conference (Porto, Portugal, October 13-15, 1992). Programme and Summary Presentations.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Copyrights; Foreign Countries; *Information Services; *Information Technology; Optical Data Disks; Professional Associations; Publishing Industry; *Technological Advancement
IDENTIFIERS- Europe; *European Association of Information Services; *Information Industry; Information Products; Vendors

This newsletter issue reports on the 1992 EUSIDIC annual conference. The conference program is included, and conference presentations from five sessions, entitled "Technology Trends," "Images and Imagination," "New Techniques, New Problems," "Commercial Changes," "New Audiences for Information," and "The Image Invasion," are summarized. The newsletter also presents a history of the 25-year-old IDC-KTHB, a Swedish information organization. (KRN)

ED 354 889 IR 054 394

Siggins, Jack, Comp.
Performance Appraisal of Collection Development Librarians. SPEC Kit 181.
PUB DATE- Feb 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Evaluation Methods; Higher Education; *Librarians; Library Acquisition; Library Administration; *Library Collection Development; Library Expenditures; Library Surveys; Models; Occupational Information; *Personnel Evaluation; *Research Libraries
IDENTIFIERS- *Association of Research Libraries; *Library Policy

This Systems and Procedures Exchange Center (SPEC) kit reports results of a survey of 64 Association of Research Libraries (ARL) institutions conducted in the fall of 1990 to gather information on the performance appraisal of collection development librarians. Data are reported on the frequency of the performance review cycle, reporting structures, person responsible for writing the review, peer involvement, and supporting materials. The following related documents from

This policy is intended to serve as a guide for the selection and retention of materials for the Watson Memorial Library of Northwestern State University in Natchitoches (Louisiana) and its two branch facilities in Leesville and Shreveport. The mission of the university, the creation, dissemination, and acquisition of knowledge, is also that of the library, which collects and disseminates knowledge in forms that include print, non-print, and electronic media. Collections represent the spectrum of human thought and endeavor in response to the university's mission to provide a broad liberal education. The library endorses the "Library Bill of Rights" of the American Library Association (ALA) and "Freedom to Read," a joint statement of the ALA and the American Book Publishers' Council. Specific guidelines are given for the following parameters: (1) responsibility for selection and the selection process; (2) levels of collection intensity; (3) selection criteria; (4) formats; (5) duplicate copies; (6) reference materials; (7) serials; (8) children's literature; (9) recreational reading and best sellers; (10) textbooks; (11) study guides; (12) gift policy; (13) the Cammie G. Henry Research Center (archives and manuscripts); (14) U.S. government publications; (15) the Nursing Education Library in Shreveport (Louisiana); (16) the Fort Polk Library in Leesville (Louisiana); and (17) collection evaluation of existing collections. (SLD)

ED 354 908 IR 054 493

Richey, Debora J.
Eighteenth Century Short Title Catalogue on CD-ROM.
PUB DATE- Feb 93
NOTE- 9p.; Prepared by the University Library Reference Section.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Libraries; Databases; English; Foreign Countries; Guidelines; Higher Education; History; Information Utilization; Library Catalogs; Library Collections; Library Materials; Multilingual Materials; *Online Searching; *Optical Data Disks; Primary Sources; *Reference Materials; *Resource Materials; *Search Strategies
IDENTIFIERS- British Colonies; *Eighteenth Century; *Great Britain; Printed Materials; Titles; User Guides

The Eighteenth Century Short Title Catalogue (ESTC) on compact disc provides access to nearly 300,000 printed materials from Britain and the British colonies from 1701 to 1800. The file contains a wide variety of materials (laws, almanacs, posters, catalogs, directories, verses, monographs, advertisements, and flyers) in all languages, and covers materials printed anywhere in the world in English. Compiled from the holdings of over 1,000 libraries, the ESTC also includes a printed listing of the locations of materials and contributing libraries. This guide identifies access points, and provides directions for searching the file. Sample search strategies are presented; the browse searching feature is described; sample records are displayed; and saving and downloading files are explained. (SLD)

ED 354 909 IR 054 494

Todd, Ross; And Others
Evolution, Not Revolution: Working to Full School Participation with Information Skills.

Groups; Graduation; Graphs; Higher Education; Minority Groups; Outcomes of Education; Public Colleges; *School Holding Power; State Surveys; Tables (Data); Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Colorado; Transfer Rates (College)

Based on data submitted annually by publicly supported postsecondary institutions in Colorado, this report presents three sets of detailed data tables on student graduation, transfer, and persistence rates from fall 1986 through fall 1991. The first set of tables presents completion and persistence rates for first-time two-year college students in their second, third, fourth, fifth, and sixth fall term after initial enrollment, covering fall terms 1986 through 1990. The data include a summary of state totals and a separate table for each institution showing the number and percent of students by residence status (in-state versus out-of-state), enrollment status, ethnicity, gender, and academic versus vocational designation who: (1) received a degree or certificate without transferring; (2) received a degree or certificate and transferred; (3) transferred without a degree or certificate; (4) are still enrolled at the initial institutions; and (5) are enrolled at another two-year institution in the system. The second set of data tables summarizes transfer rate data for the same student groups, four years after initial enrollments in both 1986 and 1987. The final set of tables presents data on students at four-year institutions. Following a table of state totals, each institutional table shows the number and percent of students by residence status, enrollment status, ethnicity, and gender, who, in the second, third, fourth, fifth, and sixth fall term after initial enrollment, have received a Bachelor's degree at the same or a different institution, are still enrolled, or have transferred to a two- or four-year institution. A brief introductory narrative presents summary findings illustrated by 10 figures in graph form. (PAA)

ED 354 928 JC 930 054

Fersh, Seymour, Ed.; Furlow, Richard H., Ed.
The Community College and International Education: A Report of Progress. Volume III.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 328p.; For Volume I, see ED 211 153; for Volume II, see ED 245 736.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Consortia; Cultural Activities; Cultural Awareness; Cultural Pluralism; Curriculum Development; *Global Approach; Grants; *Intercultural Programs; *International Studies; Learning Modules; *Multicultural Education; Program Descriptions; Second Language Programs; *Study Abroad; Two Year Colleges; Units of Study
IDENTIFIERS- College of DuPage IL

The third in a series of reports on international education efforts at individual community colleges, this publication highlights the progress made by College of DuPage in Illinois in implementing international education. Part I includes "Integrating the International/Intercultural Dimension," an essay by Maxwell C. King and Seymour H. Fersh which discusses the relationship between international and intercultural education, reviews progress made by colleges and consortia in the international education arena, and identifies basic sources development, and improvement needs and costs for each campus, totaling $11,796,427 college-wide. Numerous statistical exhibits supplement the text. (NAB)

ED 354 943 JC 930 113

Educational Plant Survey: Valencia Community College, February 22-24, 1993.
PUB DATE- Feb 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Valencia Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in February 1993 at Valencia Community College (VCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling and statutory foundation of plant surveys in the Florida community college system. Section 4 presents a historical overview of VCC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs for the five sites of VCC. Section 7 provides an inventory of existing sites and facilities, including site maps, a table of existing satisfactory student stations and space used per facility, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The 10th and final section offers recommendations for specific construction, remodeling, and renovating plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling $154,146,286 college wide. The bulk of the report consists of various exhibits of a statistical nature. (MAB)

ED 354 944 JC 930 114

Enrollment Trends and Student Characteristics, Fall 1989.
PUB DATE- Aug 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; Community Colleges; Degrees (Academic); Educational Attainment; Educational Change;

*Migrant Programs; Migrant Workers; Program Descriptions; Program Proposals; Remedial Instruction; Seasonal Laborers; *Student Personnel Services; Two Year Colleges; Vocational Education

IDENTIFIERS- *Milwaukee Area Technical College WI

The High School Equivalency Program (HEP) at Milwaukee Area Technical College, in Wisconsin, is designed to help migrant and seasonal farmworkers and their dependents obtain General Educational Development (GED) degrees, and gain employment or enroll in postsecondary educational programs outside of the agricultural setting. Before enrolling in courses, program participants complete a week-long assessment and orientation, and develop an educational plan. Students in the HEP enroll in a minimum of 30 hours of weekly instruction. Specific services and activities of the program include the following: (1) open-entry, open-exit, competency-based curriculum; (2) GED curriculum in the five subject areas of science, reading, mathematics, social studies, and writing skills; (3) bilingual instruction; (4) comprehensive career counseling and testing services; (5) basic skills, English as a Second Language, and remedial training; (6) individualized instruction; (7) adult high school credits and diploma program; (8) concurrent occupational skills training options; (9) career exploration and career readiness instruction; (10) education and job placement services; (11) financial and other support services including stipends, meals, student activities, transportation, and day care; (12) computer-assisted instructional labs; (13) tutorial services; and (14) follow-up and post-placement job counseling. The program, which targets 100 students each year, has served over 2,000 migrant and seasonal farmworkers who have obtained their GED, gained employment, or enrolled in postsecondary educational programs. Detailed program budget information is included. (PAA)

ED 354 960 JC 930 131

Caldwell, Patricia F.; Gould, Edward
Effecting Change in a Resistant Organization.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Change; *Change Strategies; College Administration; Community Colleges; Educational Change; Excellence in Education; *Leadership Qualities; *Leadership Styles; *Organizational Change; Organizational Climate; Organizational Communication; *Organizational Development; Self Evaluation (Groups); Teacher Administrator Relationship; Two Year Colleges
IDENTIFIERS- *Victor Valley College CA

In an effort to overcome organizational resistance to change, Victor Valley College, in Victorville, California, has utilized a seven-part strategy to enable leaders to empower others and effect change. Step 1 requires the development of a visionary plan, so that changes have a meaningful context. Step 2 calls for an assessment of the campus climate, including the distribution of a questionnaire to board members, faculty, and staff to determine their views on institutional strengths and weaknesses, an assessment of institutional leadership, and an

College (CC) in Norwalk, California, presents a substantial challenge for the college as it seeks to simultaneously provide transfer education and job skills training, and to maintain comprehensiveness, quality, and access. A study was undertaken of the changing student population at CC to address the needs for institutional changes, the desirability of curriculum modifications, and the impact on faculty and staff. Study findings included the following: (1) from fall 1982 to fall 1991, the number of students under 21 years of age declined from 35.1% to 31.7%, while the 35-49 age group increased by 1.5% during this same period; (2) in fall 1991, 52.8% of the CC student body was comprised of ethnic minorities, compared with only 30% of the opening enrollment in fall 1980; (3) in spring 1991, a student survey indicated an ethnic distribution of 42.6% Latino, 25.7% Caucasian, 16.3% Asian, 7% Black/African American, and 6.6% Filipino; (4) analysis of local high school feeder districts revealed higher percentages of Limited English Proficient (LEP) students than the state average, suggesting that CC will experience a growing demand for English-as-a-Second-Language courses; (5) socioeconomic status of high school seniors' parents from CC's feeder districts fell below the median statewide level, suggesting a likely growth in enrollment among financially disadvantaged students; and (6) given the increased tuition at state universities, enrollment is likely to experience steady growth at CC, especially among financially disadvantaged students. Suggestions for dealing with the changing student demographics are included. (PAA)

ED 354 977 JC 930 157

Angle, Nancy; And Others
The Academic Readiness of Incoming Students. Topical Paper Series, Issue 3, Spring 1993.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Aptitude; *College Bound Students; *College Preparation; Community Colleges; Educational Trends; Enrollment Trends; *Feeder Patterns; *Scores; Standardized Tests; Student Characteristics; Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- California Assessment Program; Cerritos College CA

As part of an effort to assess the academic readiness of incoming students at Cerritos College (CC) in Norwalk, California, a study was conducted of the college's constituency to identify the characteristics of incoming students and to determine the extent to which these characteristics have changed over time. The study utilized data from the college application form and results from California Assessment Program (CAP) tests. Findings from the study included the following: (1) from fall 1985 to fall 1990, approximately one-third of students were under the age of 21, while the median age of students increased from 23 years old to 24; (2) between 1985 and 1990, CC student residence in CC district cities declined from 73% to 59%; (3) in fall 1985, 1,003 (24.1%) of the 4,115 public high school graduates from CC's feeder districts attended CC, compared to 893 (21.8%) of the 4,087 high school graduates in 1990; (3) analysis of CAP test score data for the 3 year period from 1987-88 through 1989-90 showed 12th grade reading test scores in Los Angeles County to be consistently 17-22 percentage points below the statewide mean, while mathematics scores were 19-20 points below the mean; (4) 12th grader's CAP writing scores for Los questionnaire; (2) the request to the school districts to conduct the research; (3) the teacher survey questionnaire; (4) the text evaluation form; and (5) various student information forms. Contains 94 references. (Author/MDM)

ED 354 996 PS 021 066

Campbell, Jim
The National Curriculum in Primary Schools: A Dream at Conception--A Nightmare at Delivery.
PUB DATE- 3 Sep 92
NOTE- 26p.; Paper presented at the Annual Conference of the British Association for the Advancement of Science (Southampton, England, United Kingdom, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; *Elementary School Curriculum; *Faculty Workload; Foreign Countries; *National Norms; Standards; Teacher Attitudes; Time Management
IDENTIFIERS- British National Curriculum; *England; Primary Schools (United Kingdom); *Wales

This keynote lecture evaluates the national curriculum for primary education in England and Wales that has been in the process of being implemented since 1987. It critiques six assumptions that have been relied on in the implementation of the curriculum and offers, with caveats, six steps toward solution or amelioration. The national curriculum as conceived had five features to recommend it: (1) a clear sense of children's entitlement to education; (2) improved breadth and balance of subjects; (3) a preference for conceptual assessment over testing; (4) an updating of concepts taught in the sciences and technology and the use of computers; and (5) higher standards. In the implementation of the curriculum, however, six assumptions were made regarding the approval, commitment, expertise, and workload of teachers, and the staff resources and time available to schools. All assumptions other than the one regarding teacher commitment proved to be unfounded. Improvements in flexibility of roles, global budgeting for staff, time management, compromise in subject balance, and improvement of materials would ameliorate the problems of implementation. Three figures and over 60 references are included. (ME)

ED 354 997 PS 021 088

The Flexible Services Development Project 1991. Interim Status Report = Le programme d'elaboration de services adaptables 1991. Rapport d'activite interimaire.
PUB DATE- 92
NOTE- 312p.
LANGUAGE- English; French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; *Emergency Programs; Family Day Care; Foreign Countries; Pilot Projects; Program Evaluation; Rural Family; *Rural Youth; School Age Day Care; *Working Hours
IDENTIFIERS- *Flexible Services Development Project ON; Ontario; *Sick Child Care

This document reports on 13 pilot projects of the Flexible on lab and paper-and-pencil tests as assessments of cognition; and a discussion of the practical implications for choosing training methods. A discussion of the relations between theories of learning style and education, which focuses on the cognitive styles of teachers, is contained in chapter 4. The fifth chapter describes the Jungian theory of personality as a systematic theory of cognitive styles, and the Myers-Briggs Type Indicator as a cognitive style and learning style measure. The final chapter outlines suggestions for future research and development of an instrument to measure cognitive and learning styles. (Contains 165 references.) (ME)

ED 355 017 PS 021 189

Sisco, Sharon S.
Using Goal Setting To Enhance Self Esteem and Create an Internal Locus of Control in the At Risk Elementary Student.
PUB DATE- Jul 92
NOTE- 54p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Failure; Attitude Change; Behavior Change; Behavior Modification; Critical Thinking; Dropout Prevention; *Elementary School Students; Grade 4; Grade 5; *High Risk Students; Intermediate Grades; Journal Writing; *Locus of Control; Self Actualization; Self Concept; Self Control; *Self Esteem; Student Attitudes; Student Behavior; *Student Journals; Teaching Methods
IDENTIFIERS- *Goal Setting; Response Based Writing

Extending over a 14-week period, this study examined the effects of a program designed to enhance the self-esteem of at-risk students by developing an internal locus of control in the students. The program consisted of six major components: (1) a specified vocabulary and format; (2) goal identification and description by students; (3) student evaluation and selection of alternative actions to accomplish goals; (4) student journal writing showing reflective evaluation and identification of successful and unsuccessful behaviors; (5) a scale to evaluate student goals; and (6) peer encouragement through class meetings. The target group consisted of 72 9- to 12-year-old students in two 4th grade and two 5th grade classes. The Piers-Harris Children's Self-Concept Scale was administered as a pretest and posttest, providing the data from which the discrepancy gap for showing improvement in self-esteem was formulated. In addition, serious behavior referrals for the first and second semesters were compared. Results indicated that students' self-esteem improved and fewer severe behavior referrals were necessary. However, attendance was not significantly affected. Related materials are appended. (MM)

ED 355 018 PS 021 191

A Study of the Educational Program for Kindergarten through Grade 3 for the School Board of Palm Beach County.
SPONS. AGENCY- Palm Beach County Public Schools, FL.
PUB DATE- 11 May 90
NOTE- 444p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

One of the current trends in education is the use of reward systems to motivate students. Students are being motivated by cash and other prizes for high grades, attendance, and good behavior. If this trend continues, educators may lose sight of the need to motivate students internally and to find better teaching methods to accomplish this goal. The solution to increased student motivation does not lie in reward programs. Rather, educators should use creative teaching techniques and a variety of classroom structures. Techniques to motivate students intrinsically might include the use of learning teams, in which small groups of students immerse themselves in a topic. Classes can be restructured to become student-centered, self-paced, and individualized by means of monthly contracts. A workshop approach can lead students to find greater satisfaction in long-term, cognitively complex tasks over which they can have control. Parents can play a major part in motivating their children in school and can become models for their children by being self-motivated. When parents and teachers acknowledge their responsibility for setting an example of self-motivation, more motivation will be seen in the students themselves. Appendixes include photocopies of seven newspaper articles describing some of the reward programs mentioned in this paper. (MM)

ED 355 037 PS 021 241

Cocaine-Exposed Children: A Growing Health/Education Issue. National Health/Education Consortium Occasional Paper #3.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Jan 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Health; *Cocaine; Crack; *Drug Abuse; Early Childhood Education; Early Intervention; Health Services; *Mothers; School Readiness; *Young Children
IDENTIFIERS- *Crack Babies; *Fetal Drug Exposure; Integrated Services

This paper addresses the issues surrounding the widely publicized problem of newborn infants who have been exposed to cocaine before their birth, and suggests ways to prevent the problems associated with fetal exposure to drugs during pregnancy. The paper presents information concerning the effects of prenatal cocaine exposure on infants, toddlers, and school-age children, and the extent of the problem. It is recommended that all pregnant women have access to affordable drug treatment and comprehensive prenatal care. Cocaine-exposed children should: (1) be considered part of the at-risk group eligible for services under the Individuals With Disabilities Act; (2) have access to Head Start programs that have the resources to deal with the problem; (3) be instructed by teachers who have been trained to be aware of the social environment of cocaine-exposed babies and the resources teachers can use to help these children; and (4) have universal access to comprehensive health and social services. Early educational and psychosocial intervention can help ensure that cocaine-exposed children will enter school prepared to achieve their educational potential. Information on the National Health/Education Consortium, and a list of its members, are provided. (MDM)

ED 355 038 PS 021 242

Report, 1988-1991.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Career Guidance; *College Preparation; *College School Cooperation; *Dropout Prevention; *Educationally Disadvantaged; Higher Education; High Schools; Parent Participation; Reservation American Indians; Rural Education; Summer Programs
IDENTIFIERS- Arizona; *Partnerships in Education

This report describes the School, College, and University Partnership Program (SCUP) at Northern Arizona University (NAU). Supported by grants from the U.S. Department of Education, this program established partnerships among NAU, Northern Arizona School Board Association, seven Arizona secondary schools, and the Navajo Nation and the Hopi Tribe. This year-round program, which included an academic and a summer component, tried to meet the needs of educationally disadvantaged students from low-income families living on or near the Hopi and Navajo reservations. There were a total of 9,635 students assisted during the grant period, with the majority being Native American participants. A total of $696,049 in federal funds were authorized for the program during the 3-year grant period. The first phase of the program provided educational services to students in grades 7-12 at the participating target schools. Educational services included drop-out prevention programs, career and personal development programs, and computer literacy programs. The program also included teacher training and parent education classes. The second phase of the program consisted of Nizhoni Academy, a 5-week academic program conducted on the campus of NAU. This program introduced high school students to the rigors of university life while improving specific skills identified as conducive to success in college. Evaluation results indicate that the program was successful in meeting the needs of educationally disadvantaged students living on or near the Hopi and Navajo reservations. (LP)

ED 355 057 RC 018 993

Gourneau, Linda
Good Medicine for Our People. A Coloring Book about Indians and Health Careers.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Education; *American Indians; *Career Education; Elementary Education; *Health Occupations; Health Personnel; Higher Education; Medical Education; Nursing
IDENTIFIERS- Coloring Books; *Medicine Men; Traditional Healing

The Indians into Medicine (INMED) program helps Indian students to attend college and earn degrees in health care fields. Developed by INMED, this coloring book for children conveys through pictures and picture captions the message that American Indians can become health professionals, and that health parental ranks is needed as well increased awareness of the programs, improved evaluation of teacher effectiveness, and additional research projects. (KS)

ED 355 076 RC 019 053

Linden, Mary Frances
An Oral Fayette County, Texas Rural School History: Perspectives of a County Superintendent and a Long-Time Teacher.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Convention of the National Rural Education Association (84th, Traverse City, MI, October 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Educational Change; *Educational History; Elementary Secondary Education; Personal Narratives; *Politics of Education; Rural Education; *Rural Schools; School District Reorganization; *School Districts; *Social Change; Superintendents; Teachers
IDENTIFIERS- *Texas (Fayette County)

This paper represents a brief history of rural education in Fayette County (Texas) from 1918 through 1975. The paper focuses on the personal narratives of Harry Loeb, the last official superintendent of Fayette County and Emma Diedt, a 50-year Fayette County teacher. The narratives describe Fayette County schools, school politics, and the curriculum. Loeb relates the role of politics in the annexation and consolidation of school districts. Annexation was unpopular because the larger district could assume the smaller district without a vote. During this time annexation was common nationwide as school districts adapted to a declining population. Schools increasingly involved the Catholic church and its members as faculty; they also integrated minorities into teacher and student bodies. Diedt describes her education and her experience as a teacher in Fayette County schools. Consolidation and other educational decisions were under the heavy influence of politics. She describes her frustration in maintaining high academic standards when school administrators were emphasizing sports in school. Following the launching of Sputnik in 1957, the new focus in education was on math, science, and foreign language. (LP)

ED 355 077 RC 019 054

Herman, Marina Lachecki; And Others
Teaching Kids To Love the Earth. Sharing a Sense of Wonder...186 Outdoor Activities for Parents and Other Teachers.
PUB DATE- 91
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Conservation Education; *Curiosity; Elementary Secondary Education; *Environmental Education; Experiential Learning; Instructional Materials; Learning Activities; *Outdoor Activities; Outdoor Education; Preschool Education
IDENTIFIERS- *Nature Study

This book was developed to teach children about nature by classroom, and an account of the parent conference in which the confrontation arose. The sixth section provides background and context information on Kathy, the teacher; the multicultural makeup of the classroom; Kathy's preservice preparation for teaching mathematics; a description of the school and school community; Kathy's efforts to find an effective mathematics teaching model; and Kathy's decision to adapt a teaching method based on research and writings that envision mathematics as a sense-making process. The last part of the document raises questions that form a framework from which to discuss the issues involved in the case study. Additional reading suggestions are included. (Contains six references.) (MDH)

ED 355 094 SE 053 259

Levine, Gavrielle
Sex Differences in Cognitive and Motivational Factors Underlying Children's and Adolescents' Mathematics Performance.
PUB DATE- Apr 92
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *Cognitive Structures; Computation; Elementary Education; Elementary School Students; Grade 3; Grade 5; Grade 8; Interviews; Manipulative Materials; *Mathematics Achievement; Mathematics Education; *Performance Factors; *Problem Solving; Self Esteem; *Sex Differences; *Student Motivation
IDENTIFIERS- Error Analysis (Mathematics)

In general, studies investigating sex differences in mathematics performance have empirically analyzed students' responses from standardized tests. This paper reports a study to extend the investigation of sex differences related to mathematics performance by examining cognitive and motivational factors as well as standardized test scores. Boys (n=16) and girls (n=16) from third-, fifth-, and eighth-grade urban classes were examined on three criteria: (1) the cognitive factors of strategies used in solving computational problems, use of manipulatives to solve and represent a solution, and error types made during the solution process; (2) the motivational factors of confidence, willingness to participate in mathematics activities, and causal attributions; and (3) mathematics performance as measured by the Metropolitan Achievement Test. Student interviews were conducted to examine motivational and cognitive factors after three tasks: a grade appropriate computation, a motivational interview, and a projective interview. Analysis of variance was performed on the interview responses. Results indicated that motivational factors were influential in explaining the emergence of sex differences in mathematics performance. While no differences were found in any of the computation measures, sex differences were found in the motivational measures. Males were more confident with respect to mathematics, and eighth-grade males were more willing to attempt mathematics. Appendixes include drawings used for the projection interview and the questions included in the confidence scale and attribution measures. (Contains 45 references.) (MDH)

Secondary Education; Hearing Impairments; Higher Education; *Inservice Teacher Education; Integrated Curriculum; Learning Theories; Mathematics Education; Methods Courses; *Preservice Teacher Education; Science Curriculum; *Science Education; *Science Teachers; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Science Education Research; Science Process Skills

This book addresses the question: What is being done to educate current and future teachers of science so that they will be successful in promoting meaningful learning of science? The authors of the 15 chapters in this yearbook explore various dimensions of the preparation and enhancement of teachers of science, including practical and philosophical dimensions. The chapters are: (1) "An Elementary Science Program Emphasizing Teacher's Pedagogical Content Knowledge with a Constructivist Epistemological Rubric (Briscoe, Peters, and O'Brien); (2) "Elementary Science Teacher Education and Integrated Curricula" (Jaeger and Lauritzen); (3) "Integrating Knowledge Bases: An Upper-Elementary Teacher Preparation Program Emphasizing the Teaching of Science" (Krajcik, Blumenfield, Starr, Palincsar, Coppola, and Soloway); (4) "How Teachers Translate Learning Theory into Instruction: A Study of Group Problem Solving by Prospective Secondary Science Teachers" (Tippins, Kagan, and Jackson); (5) "Becoming a Reflective Science Teacher: An Exemplary Endeavor by a Preservice Elementary Teacher" (Roychoudhury, Roth, and Ebbing); (6) "Multicultural Infusion: A Culturally Affirming Strategy for Science Teacher Preparation" (Barba and Bowers); (7) "Reflections on the Role of Teacher Education in Science Curriculum Reform" (Barrow and Tobin); (8) "A Model for Inservice Science Teacher Enhancement through Collaboration of Rural Elementary Schools and Universities" (Prather); (9) "Texas' Science Inservice Programs for Elementary Teachers: 'Stepping' and TESIP" (Lewis and Barufaldi); (10) "The Oregon Consortium for Quality Science and Mathematics Education (OCQSME): Five Years of Collaborative Staff Development (Ault and Ault, Jr.); (11) "'Grow in Science' Explorations in Science, Learning, and Teaching" (Brown and Sinclair); (12) "Placing Gender on the Science Teacher's Agenda: A Program for Professional Development" (Parker); (13) "Creating Cultures for Change in Mathematics and Science Teaching" (Davis, Shaw and McCarty); (14) "A Science Inservice Program Designed for Teachers of Hearing-Impaired Children" (Barman and Shedd); and (15) "Scientific Work Experience Programs for Science Teachers: A Focus on Research-Related Internships" (Gottfried, Brown, Markovits, and Changar). (PR)

ED 355 112 SE 053 473

Birenbaum, Menucha; And Others
Diagnosing Knowledge States in Algebra Using the Rule Space Model.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 92
NOTE- 34p.; Distribution list on last five pages may be difficult to reproduce due to poor print quality.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Measurement; Cognitive Style; Diagnostic Tests; *Educational Diagnosis; *Equations (Mathematics); Foreign Countries; Grade 8; Grade 9; Junior High Schools; *Knowledge Level; Mathematics Achievement; Mathematics Education; Problem Solving; *Student Behavior
IDENTIFIERS- Israel (Tel Aviv); *Rule Space

state educational requirements also are included. (DB)

ED 355 130 SO 022 404

Becker, Laurence; Henley, Joan
Voici l'Afrique Francophone (Here Is French-Speaking Africa).
PUB DATE- 86
NOTE- 56p.; For related documents, see SO 022 392 and SO 022 406.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African Studies; Cross Cultural Studies; Cultural Context; Curriculum Development; Foreign Countries; Foreign Culture; *French; Geography Instruction; Instructional Materials; *International Education; Learning Activities; Learning Strategies; Secondary Education; *Second Language Instruction; Second Language Learning; Teaching Methods; Units of Study
IDENTIFIERS- *Francophone Africa

This unit is designed to introduce intermediate French language students to an important region of the French-speaking world--Africa. The unit provides the French language teacher with lesson plans and materials that are intended to reinforce French language skills, teach about African culture, and infuse global education skills and concepts. The included eight lessons are: (1) "Voici l'Afrique Francophone"; (2) "Realites: Les Influences Francaises en Afrique"; (3) "Un Juge (Niamey, Niger)"; (4) "Un Eleve (Kayes, Mali)"; (5) "A la Maison (Bamako, Mali)"; (6) "En Route (Dakar, Senegal)"; (7) "A la Poste (Libreville, Gabon); and (8) "En Ecoutant la Musique (Brazzaville, Congo)." A bibliography is included. (DB)

ED 355 131 SO 022 406

La Vie Familiale en Afrique Francophone (Family Life in French-Speaking Africa). For Level I-II French Students.
PUB DATE- 91
NOTE- 96p.; For related documents, see SO 022 392 and SO 022 404.
LANGUAGE- French; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African Studies; Cross Cultural Studies; Curriculum Development; *Family Life; Foreign Countries; Foreign Culture; *French; Instructional Materials; *International Education; Learning Activities; Learning Strategies; Secondary Education; *Second Language Instruction; Second Language Learning; Teaching Methods; Units of Study
IDENTIFIERS- *Francophone Africa

This curriculum unit is part of a larger project designed to introduce communication-based, culturally specific instructional materials on French-speaking African societies into the foreign language curriculum with the goal of increasing the appeal and relevance of French language study, especially to African-American students. The materials, which are intended for beginning-level French students, employ a communication-based approach to language learning with the goal of helping students to develop the skills necessary to produce and receive understandable messages. These skills include reading, writing, listening and speaking in the target language, and focus on materials in their cultural context. The lessons of this unit focus on family life in Francophone Africa. Each lesson includes a lesson overview, materials, kindergarten, the strand goal is: the student will understand geographic concepts of location, human interaction, environment, and movement. After each strand goal core objectives are listed. Core objectives describe the body of material that must be taught. For example, under the kindergarten geography strand goal, the core objectives include: recognize a globe as a model of the earth, identify different types of waste (paper, plastic, glass), and describe geographical features of one's community. (DB)

ED 355 152 SO 022 980

VanSledright, Bruce A.
Stories of the American Revolution Period: Comparisons of Two Fifth-Grade Teachers' Curriculum Mediation Practices. Elementary Subjects Center Series No. 67.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 117p.; For other titles in this series, see SO 022 981-987.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Curriculum Research; Elementary School Teachers; *Grade 5; Intermediate Grades; Outcomes of Education; *Revolutionary War (United States); *Social Studies; Student Attitudes; Student Development; Teaching Models; *United States History; Units of Study

Authors who have reviewed the literature on teaching and learning in U.S. history and in social studies have argued that a need exists for comparative case studies of teachers' history and social studies teaching practices and the influence that these practices have on students, especially at the elementary school level. This report, which is based on case studies of how two fifth grade teachers taught their students about the U.S. Revolutionary period, summarizes the teachers' teaching practices and compares them, noting how one teacher taught about the period as important in its own right, for its value in acquiring and appreciation of the past, while the other teacher taught about the period as an effort to help her students learn about the importance of historical knowledge as a tool in solving problems and making decisions. The report also outlines how these different teaching practices influenced what students learned and how they described their experiences with the unit. The report concludes by arguing that the teacher who encouraged students to think about the U.S. Revolutionary period as knowledge to be used as a problem-solving tool offered a richer set of learning opportunities than the other teacher. A list of 58 references is included and 5 appendixes provide the following materials: (1) the structured teacher interview protocol used for the study; (2) a sample K-W-L form for students asking three questions: (What do I know now about the American Revolution? What do I want to know? What have I learned?); (3) a pre-unit student interview protocol; (4) a post-unit student interview protocol; and (5) five tables giving a comparative analysis of the completed K-W-L forms and the two student interview protocols. (Author/LBG)

ED 355 153 SO 022 981

VanSledright, Bruce A.
Teaching about the American Revolution: The Case of Ramona Palmer. Elementary Subjects Center Series No. 68.

awareness, social reality awareness, problem awareness, system awareness, and historical awareness. (DB)

ED 355 172 SO 023 081

Senesh, Lawrence
Reforming Social Studies Education in the United States.
PUB DATE- 91
NOTE- 36p.; Lecture presented at the Professional Development Seminar in a U.S.I.A.-Sponsored International Educational Exchange Program concerning American Studies. For related materials, see SO 022 681 and SO 023 080. Charts 8 and 9 of appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Education; Community Role; *Curriculum Development; *Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; *Lifelong Learning; *Nonformal Education; Public Schools; Social Change; *Social Studies

The efforts to reform the U.S. educational system should focus on the goal of creating a Learning Society. A Learning Society is based upon the commitment to a set of values and to a system of education that affords all members of the community the opportunity to stretch their minds to full capacity from early childhood through adulthood. This paper describes what a Learning Society is and the steps to be taken in its creation. Members of a Learning Society develop certain awarenesses that are important to their effective participation in democratic decision-making processes. These awarenesses included value awareness, social reality awareness, problem awareness, community awareness, and system awareness, among others. The current efforts being undertaken to build a Learning Society in Elkhart, Indiana, and the commitment to lifelong learning that some European countries have made are discussed. Ten charts included as appendices illustrate fundamental ideas in various disciplines including career development, economics, political science, sociology, cultural anthropology, social psychology, and the search for justice. One chart is a diagram of the Learning Society as a cybernetic learning system and another shows the interaction between the social and ecological system. (DB)

ED 355 173 SO 023 149

McEneaney, John E.
Trends of Soviet Psychological and Educational Research: 1982-1989.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Research; Foreign Countries; Higher Education; *Political Influences; *Psychological Studies; Scholarship; Writing for Publication
IDENTIFIERS- Perestroika; *Research Trends; *USSR

A study reviewed Russian-language research reports published during the year 1982-1989 (spanning pre- and post-perestroika). Statistical analysis of the numbers of articles published each

15-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Elementary Secondary Education; *Equal Education; Ethnic Distribution; Higher Education; *Hispanic Americans; Population Growth; Population Trends; Preservice Teacher Education; School Demography; Social Mobility; *Standardized Tests; Teacher Shortage; *Teaching (Occupation); *Test Bias
IDENTIFIERS- *California Basic Educational Skills Test

Like many states, California has included a literacy screen, the California Basic Educational Skills Test (CBEST), in the requirements that aspiring teachers must meet. In a state where demographic data indicate an increasing ethnic diversity among elementary and secondary student populations and an imminent teacher shortage that will be especially acute for ethnic minorities, the potential impact of a test such as the CBEST is very important. Ample precedents indicate that standardized tests have ethnic, and sometimes gender, correlates which therefore impact on a minority applicant's accessibility to a teaching credential. This study seeks to evaluate the degree to which CBEST scores correlate with Hispanic ethnicity. The sample consists of 660 candidates who took the CBEST in 1990; test scores were tabulated by ethnicity, gender, and whether the test-taker was a first-timer or a repeater. Results suggest that there are striking differences in the probability of passing the test, depending upon the candidate's ethnic membership; the probabilities based on gender are also different, but less dramatic. The data suggest an inherent conflict between screening candidates' basic literacy skills as a provision for access to teacher education and attempting to ensure that a candidate's exclusion from a career is not influenced by ethnicity or gender. (LL)

ED 355 192 SP 034 278

Stansbury, Kendyll; Long, Claudia
Assessment Component of the California New Teacher Project: Framework of Knowledge, Skills and Abilities for Beginning Teachers in California. A Work in Progress.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Feb 92
NOTE- 47p.; For related documents, see ED 323 197, ED 342 761, and SP 034 279-282.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Beginning Teacher Induction; Classroom Techniques; Collegiality; Elementary Secondary Education; Higher Education; *Policy Formation; Preservice Teacher Education; Student Evaluation; Teacher Certification; *Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; Teaching Experience; *Teaching Skills
IDENTIFIERS- California; *California New Teacher Project; *Knowledge Base for Teaching

This framework defines a vision of the knowledge, skills, and abilities that should characterize California's beginning teachers in their initial years of service. Discussion and

Restructuring of Teacher Education.
PUB DATE- Feb 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Conflict Resolution; Elementary Secondary Education; Higher Education; Interpersonal Relationship; Parent School Relationship; Perspective Taking; *Role Conflict; Role Perception; *Role Theory; *School Personnel; *School Restructuring; Teacher Education Programs; Teacher Educators
IDENTIFIERS- Professional Development Schools; Role Ambiguity; *Role Renegotiation

New roles and relationships are being proposed in the literature dealing with the restructuring of teacher education. The linkages called for among teacher education faculties, liberal arts faculties, and public school personnel will result in role definitions that are significantly different from those that currently exist. Role theory provides both a framework and a process for defining and analyzing roles and role expectations. Through analysis of expectations held for interacting roles, areas of ambiguity and potential conflict can be identified. When this analysis is not undertaken, consensus regarding role definitions can be assumed to exist when in reality it does not. If this misperception continues, it can prevent the development of viable relationships. This paper presents: a framework for analyzing role relationships based on role theory, a process for analyzing expectations for new roles or redefinitions of existing roles, and a process for resolving conflicts that emerge from this role analysis. The process is illustrated by suggestions on its application in a specific context by those involved in defining roles for a professional development school. The positions selected to illustrate the application are: college-based teacher educators, school-based teacher educators, and parent/community groups. The conflict resolution stage is taken from Alan C. Filley's integrative decision making approach. Directions for a group process experience and a worksheet are included. (LL)

ED 355 210 SP 034 345

Garland, Colden; Shippy, Virginia
Analysis of Expectations for the Emerging Roles in Mentor-Intern Programs.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Spring Conference of the Confederated Organizations for Teacher Education (Syracuse, NY, April 26-27, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Evaluation Methods; Higher Education; *Human Relations; Interpersonal Relationship; *Mentors; *Role Perception; *Role Theory; Teacher Education Programs; *Teacher Interns
IDENTIFIERS- *Role Analysis Paradigm; Role Evaluation

Role theory provides a framework for defining and analyzing roles, role expectations, and role consensus; it conceptualizes patterns of human conduct; and it is used to describe

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *American Indian Languages; *Cultural Awareness; Foreign Countries; *Immersion Programs; *Indigenous Populations; Language Skills; Program Development; Uncommonly Taught Languages
IDENTIFIERS- Maori (Language); *New Zealand

This introductory paper reviews the development of Maori language total immersion courses for adults, based on the author's own experience. Total immersion courses were established as part of the Maori mission under the Whakatupuranga Rua Mano-Generation 2000 tribal program. The program supports Maori people who can "karanga" (do a high-pitched call by senior women or elders), "whaikorero" (do formal speechmaking), and who can make a real contribution in terms of the Maori language and cultural centers, the "maraes" (a cultural center that includes a meeting house and dining hall, usually situated on Maori reserve land). The 7-day courses were designed as "language nests" for adults. Course development, eventual program changes, and organizations, recreation, and philosophy are described. (LB)

have had remedial courses in high school and to anticipate needing them in college; this represents a decisive point for many disabled students in college choice. (GLR)

ED 354 793 HE 026 037

Redd, Kenneth E.
What Pennsylvania Health Care Students Would Want for Participating in Loan Forgiveness Programs.
PUB DATE- Sep 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; *College Students; Educational Finance; Higher Education; *Loan Repayment; *Medical Education; Medical Students; Questionnaires; State Programs; *Student Attitudes; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Loan Forgiveness; Pennsylvania

The results of a survey of students majoring in health care fields regarding a proposed program in which educational loans would be forgiven in exchange for serving medically underserved Pennsylvanians are discussed in this report. The survey sought to discover whether students would be interested in participating in a "loan forgiveness" program and how much of their loan they would want repaid for participation. A stratified sample of 7,638 students who received Stafford or Health Education Assistance loans in academic year 1990-91 was surveyed; of this number a total of 2,965 usable surveys were returned for a response rate of 38.8 percent. Results indicated that 74 percent of the sample would be willing to serve for at least 1 year in return for loan forgiveness. African American respondents were significantly more likely than others (91 percent versus 72 percent), to be willing to serve. Respondents' willingness to serve was related to the types of medical facilities where they most wanted to work, types of patients they most wanted to help, and their current and expected total student loan indebtedness. Respondents who currently owed or expected to owe $10,000 to $14,000 were more likely to be willing to serve than those who owed $35,000 or more. In addition, respondents who expected relatively low initial salaries wanted a greater proportion of their loans forgiven. Appendixes contain the survey and cover letter, and 14 tables of data. (JB)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Education Work Relationship; Experiential Learning; Higher Education; *Internship Programs; On the Job Training; *Program Administration; Program Development; Student Attitudes; Student Development; Student Experience; Undergraduate Study

The 31 papers in this book ar grouped into 5 sections, of which the first consists of an introductory essay by A. Ciofalo, "What Every Professor and Worksite Supervisor Should Know about Internships." Section 2, on learning from experience, contains "Perspectives on Learning in Internships" (D. T. Moore); "Integrating the Traditions of Experiential Learning in Internship Education" (J. Wagner); "Faculty vs. Practitioner: A Pedagogical Tug of War Over Internships" (A. Ciofalo); "The Vague Aches of Interns" (W. Marling); and "Effects of College Internships on Individual Participants" M. S. Taylor). Section 3, an overview, contains "Update: Broadcast intern Programs and Practices" (M. D. Meeske); "Internship Practices and Public Relations" (R. Kendall); "Practica and Internships for Technical Writing Students" (L. D. Wylde); and "Accounting Internships and Subsequent Academic Performance: An Empirical Study" (W. Knechel, D. Snowball). Papers in section 4, on how to run programs, are: "Six Internship Models" (B. Garrison); "Suggestions for Implementing or Improving an Internship Program (J. Hanson); "A Perspective on Internship Grading Problems and a Solution" (A. Ciofalo); "Internship Programs--Bridging the Gap" (T. A. Madoch); "Post-Internship Seminar Can Solve Academic Credit, Grading Problems" (B) Garrison); "Coordinating the Hospitality Internships" (J. F. Downey, L. T. Deveau); "Hospitality Internships: An Industry View" (J. F. Downey, L. T. Deveau); "A Survey of Human Resources Development Internships" (P. L. Patton, D. F. Dial); "The Instructional Practices of Graduate Level Administration Internship Programs" (M. L. Auth); "Exploring the Relationships between Intern Job Performance, Quality of Education Experience, and Career Placement" (G. T. Gabris, K. Mitchel); "Undergraduate Internships: An Empirical View" (G. S. Gryski et al.); and "Making an Internship Work" (J. Berger). The final section contains papers on specific programs: "Internships Are Key to Direct Marketing Program" (R. A. Hamilton); "An International Internship Program at New Hampshire College" (D. S. Rogers); "Internal Auditing Internships" (D. L. Kimmel, S. L. Kimmel); "After the Sheepskin...What's Next?" (K. G. Christian, D. M. Payne); "Interns Go beyond OJT--Link Theory to Workplace" (B. James); "How To Design a College Internship Program That Works" (M. D. Ames); "Students Get On-the-Job Training by Helping the Commerce Department District Offices Serve Exporters" (staff, "Business America"); "An Asian Perspective on Security" (D. A. Grove); and "Intern Program Yields Dividends to Students" (J. T. McCarrier). (JB)

This report profiles undergraduates enrolled in postsecondary education for the academic year 1989-90 and presents a description of the social and economic backgrounds of these students, what types of institutions they attended, their educational experience, and their educational aspirations. The information presented includes the following highlights: (1) in the fall of 1989, about 12.7 million students were enrolled as undergraduates in U.S. postsecondary institutions, of whom 52 percent were enrolled in four-year institutions; (2) 76 percent of all undergraduates attended public institutions, another 16 percent attended private, not-for-profit institutions and the remainder attended private, for-profit institutions; (3) 72 percent of all undergraduates were White; (4) about 48 percent of the undergraduates were financially dependent on their parents, and of these, 53 percent came from families with annual incomes under $40,000; (5) regardless of undergraduates' financial dependency status, about 43 percent received some sort of financial aid; and (6) Asian undergraduates were more likely than either Black or Hispanic students to attend public institutions, while Black and Hispanic students were more likely to attend private, for-profit institutions than were White students. The first of two appendixes contains a glossary and the second provides technical notes and methodology information. (GLR)

prepare for them. Chapter 9 explain how to develop and work with a timeline. Chapter 10 offers examples from actual inaugurations including invitations, programs, memoranda, tickets, posters, music programs, souvenirs, inaugural greetings, and insignia of office. (JB)

ED 354 850 HE 026 273

Miller, Michael T.; Husmann, Dann E.
Personal Observation on the Graduate School Experience.
PUB DATE- 18 Feb 93
NOTE- 18p.; Keynote address presented at the Sigma chapter of Omicron Tau Theta Research Forum on Vocational, Adult, and Continuing Education (Lincoln, NE, February 18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Experience; Faculty Advisers; Graduate Students; *Graduate Study; Higher Education; Personal Narratives; Student Development
IDENTIFIERS- Academic Community; Nebraska

Few descriptions of the graduate school experience are taken from the viewpint of the graduate student. The comments and real life experiences presented in this paper are not intended to dissuade potential students but to promote a serious discussion about the role and expectation of the graduate student. The paper opens by sharing thoughts on what two academicians who have been through the system expected of graduate school. One of the two returned to school after 5 years of teaching high school expecting to gain a degree and start a new career. The other returned expecting to be treated like an adult student responsible for his own learning but guided by teachers and looking forward to an experience of intellectual community. The middle section of the paper describes what the two students actually found. The positive aspects were friendships with other students and the chance to focus on learning. A negative aspect of the experience was the realization that graduate students are expected to enter into an "indentured-servant" contract with an advisor. A final section offers recommendations for students and teachers. It is suggested that students select a dissertation topic early and stick with it, that they select each course with an eye to its contribution to the thesis subject, that they network early in their career, and that they publish if at all possible. The advice for faculty offered in this paper emphasizes how central a good advisor is to the graduate experience. (Contains 6 references.) (JB)

Suggestions are included for communities considering using homework help services. A list of 23 sites offering homework help, including the name, address, and a brief description of each, is provided. (ALF)

ED 354 871 IR 015 961

Gooler, Dennis D.; And Others
Defining Education's Role in Telecommunications Policy. Proceedings and Recommendations from an Invitational Working Meeting (Wye Woods, Maryland, October 10-11, 1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Policy; Educational Technology; Elementary Secondary Education; Federal Government; Government Role; *Policy Formation; Public Agencies; Role of Education; *Telecommunications
IDENTIFIERS- *Office of Educational Research and Improvement

This conference convened 35 leaders and experts in telecommunications and education in order to consider ways in which the educational community can be more involved and effective in telecommunications policymaking and to promote positive uses of telecommunications in education. The meeting also addressed the role in these processes for the U.S. Department of Education's Office of Educational Research and Improvement. Attendees included representatives from federal, state, and local public and private organizations from both the telecommunications sector and the educational community. This report details recommendations for educators, collaborative projects and agencies, and federal and state governments. Suggestions for priority activities for the Department of Education are summarized. Attachments include a list of participants and the following papers: "A Call for Coordinated Federal Telecommunications Policies Affecting Education" (Susan Fratkin); "Defining Education's Role in Telecommunications Policy: A Response to Susan Fratkin" (Louis A. Bransford); "Telecommunications for Education: State Policy Issues" (Richard T. Hezel); "Telecommunications Policies and the Needs and Goals of Educators" (Dennis D. Gooler); and "Principles for Educational Community Participation in Telecommunications Policy" (Charles M. Firestone). (ALF) several ARL libraries are included: (1) statements of performance criteria for selectors from Johns Hopkins University, the University of Notre Dame, and Virginia Polytechnic Institute and State University; (2) policy statements on evaluation from the University of Illinois at Urbana-Champaign and the University of Washington; (3) performance review models from Arizona State University, the University of California, and Pennsylvania State University; (4) job descriptions for collection development librarians from Colorado State University and the University of Tennessee; and (5) various reports and forms from Kent State University, the University of Oregon, the State University of New York at Stony Brook, Tulane University, and the University of Waterloo. (KRN)

ED 354 890   IR 054 395

Scrimgeour, Andrew D.; Potter, Susan
The Tie that Binds: The Role and Evolution of Contracts in Interlibrary Cooperation.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *College Libraries; *Contracts; Higher Education; Lawyers; Library Administration; *Library Cooperation; *Library Extension; Library Materials; *Library Services; Models; Public Libraries; *Shared Library Resources
IDENTIFIERS- *Off Campus Students; Regis University CO

This paper examines the importance of contracts in formalizing agreements between libraries to provide services to off-campus students and describes the development of one such contract. Topics addressed include: (1) the value of contracts in clarifying responsibilities and elevating contracted services in the hierarchy of institutional priorities; (2) the role of library administrators and lawyers in contract development, including the responsibility of lawyers for reviewing the intent and clarity of the content of the contract and the contract's technical formalities; and (3) the evolution of one contract between Regis University (Colorado) and a community library, including a description of model contracts, drafting the contract, submitting drafts for review by university officials and library staff, presenting the final document to an attorney, and finally presenting it to the director of the cooperating library and its attorney. This discussion also includes a review of the literature for useable models, a list of the categories of information to be used in the contract, response provided by Regis staff to drafts of the contract, and the response of the partner to the contract. (Contains 9 references.) (KRN)

PUB DATE- Jul 91
NOTE- 19p.; Paper presented at the Biennial Meeting of the Australian School Library Association (Levra, New South Wales, Australia, September 29-October 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Change Agents; Educational Change; *Educational Cooperation; Educational Innovation; Educational Planning; Foreign Countries; *Information Literacy; Models; Program Development; School Based Management; Science Instruction; Secondary Education; Secondary School Teachers; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Australia; *Cooperative Program Planning and Teaching; *Information Skills; Librarian Teacher Cooperation; Marist Sisters College (Australia)

An action research project underway at Marist Sisters' College (a secondary school) in Woolwich (New South Wales, Australia) is the first phase in the evolution of an across-the-school commitment to Cooperative Program Planning and Teaching (CPPT). Project goals include establishing an infrastructure to develop a dynamic methodology for CPPT in the school; facilitating the achievement of the individual teacher's goals for CPPT; and widening the CPPT base in the school to establish a school-wide commitment to information skills. To establish an infrastructure, a school-based interdisciplinary management team was formed. The team identified characteristics of the school, teachers, and administrative staff that could act as catalysts and change agents. Barriers to program development were identified. Understanding the attitudes of teachers toward information skills was a necessary step prior to development of the project planning model. The model was applied to a year 7 science unit, in order to demonstrate the teacher's use of the CPPT approach. The program emphasizes the dynamic role of the teacher-librarian as a teaching partner and change agent for educational innovation. (Contains 13 references.) (SLD) and resources. In addition, part I provides information on the U.S Department of Education's Center for International Education, the ERIC Clearinghouse for Junior Colleges, the American Council on International/Intercultural Education, the College Consortium for International Studies, and Community Colleges for International Development, Inc. Part II discusses the International/Intercultural Education program at College of DuPage, including the proposal for a grant funded by the U.S. Department of Education "to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages." In addition, this section contains the proposal for continued support, an external evaluator's report, a list of and excerpts from 22 instructional modules and courses, and examples of materials distributed by the Office of International Education at College of DuPage. (MAB)

Enrollment; *Enrollment Trends; Ethnic Distribution; Females; Full Time Students; Males; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *College of the Canyons CA

Comprised principally of tables and bar graphs, this report provides data on enrollment trends and student characteristics at College of the Canyons (CC) in Valencia, California, for each fall term year from 1985 through 1989. Information is included on student enrollment totals in credit courses; high schools last attended by new freshmen; student ethnicity, age, enrollment status, and gender; and educational attainment. Highlighted data for the 5-year period includes the following: (1) enrollment in credit courses grew 56%, from 3,630 in 1985 to 5,667 in 1989; (2) of the 1,555 students who graduated from district area high schools in 1989, 480 enrolled in CC; (3) for the period, enrollment of American Indians increased from 16 to 40 (150%), Filipinos increased from 24 to 59 (146%), and Hispanics increased from 247 to 548 (122%); (4) in 1989, 42.9% of CC students were 18-21 years old, while the average age was 26.9 years old; (5) for each year, roughly 30% of students were enrolled in 12 or more units and 70% were enrolled in less than 12 units; (6) students enrolled only in the evening decreased from 40.7% to 32.5% for the period, students enrolled in only day classes remained steady at 37%, and students enrolled in both increased from 22% to 30.3%; (7) the proportion of male to female students remained steady at about 42% male to 58% female; and (8) 4.3% of enrolled students in 1989 had an associate degree, and 5.5% had a bachelor's degree. (PAA)

evaluation of organizational structure. Step 3 involves the development of a personal leadership strategy, offering the following suggestions: (1) challenge the process by searching for opportunities, experimenting and taking risks; (2) inspire a shared vision by envisioning the future and enlisting the help of others; (3) enable others to act by fostering collaboration; (4) set an example and plan small successes; and (5) encourage the heart by recognizing individual contributions and celebrating accomplishments. Step 4 involves developing trust, which entails integrity, honesty, effective and timely communications, and consistency on the part of leaders. Step 5 which entails improving communications, suggests that both formal communication, such as weekly bulletins, as well as informal forms, such as managing by walking around the campus, will improve morale and keep people informed. Step 6 calls for the development and maintenance of an effective management team. Finally, step 7 suggests that developing a structure for change, such as Total Quality Management, is important for the on-going process of change at the institution. The survey instrument to assess institutional strengths and weaknesses is appended. (MAB)

Angeles County from 1988-89 to 1989-90, were 20-23 percentage points below the statewide mean; (5) CC's own reading, writing, and mathematics assessment instruments for its non-traditional college age students has shown a steady decline in mean scores from fall 1985 through fall 1990; and (6) more CC students are originating from county districts where preparation is lower than in CC's feeder districts. (PAA)

ED 354 978 JC 930 160

Landers, Wayne; Kangas, Jon
Success Rates for Students Meeting Prerequisites for Fall 1991
 vs. Those Who Insist on Taking a Class above Their Prerequisite
 Level.
PUB DATE- 28 May 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges;
 Comparative Analysis; Educational Policy; *Prerequisites;
 Program Effectiveness; *Program Validation; *Student Behavior;
 *Student Evaluation; Success; Two Year Colleges; Two Year
 College Students
IDENTIFIERS- *San Jose Evergreen Community College District CA

In the San Jose/Evergreen Community College District in California, prerequisite levels have been established for almost all courses offered, though students may insist on taking classes above their prerequisite level. In an effort to validate the district's prerequisite system, a study was conducted comparing academic success rates of students who met all prerequisites before taking higher level courses in fall 1991, with success rates of students who took courses above their prerequisite level from spring 1989 through fall 1991. Results of the study included the following: (1) the overall success rate for all disciplines among students who met their prerequisites in fall 1991 was 67%; (2) the overall success rate for the 7,261 students who took courses above their prerequisite level was 50%; (3) students meeting all prerequisites had a 28% better chance of success than those taking courses above their prerequisite level; (4) for the 38 disciplines which had 30 or more students taking courses above their prerequisite level, 94% showed higher success rates for the students meeting prerequisites than those not meeting the prerequisites; (5) an analysis of the 38 disciplines indicated that meeting prerequisites was as important to student success in vocational courses as in nonvocational courses; and (6) of the 38 disciplines, only two revealed a small negative correlation between student success rate and having met prerequisites, while four disciplines showed negligible correlations between prerequisite completion and success. Detailed data tables, with results by discipline, are included. (PAA)

Services Development Project (FSDP), which was initiated in Ontario, Canada, in 1988 to improve child care services for rural families, families with unusual work schedules, families facing short-term emergencies, and families with children who have short-term illnesses. The data and analyses cover a 3-month period in the winter of 1990-1991 after the pilot projects had been operating about a year. The report consists of four sections. The first section provides some background on the FSDP and on the pilot programs. The second section discusses the objectives, methodology, and manner of presentation of the evaluation. A description of each of the projects, including tables providing data on registration, utilization, caregiving, and financing, is provided in the third section. A final section provides some brief conclusions based on the preliminary data. The monitoring forms used in the study are provided in an appendix. (ME)

ED 354 998 PS 021 091

Blasik, Katherine; And Others
Transition Sixth (T-6) Review: An Effective Dropout Prevention Program, 1987-88 through 1990-91.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; *Early Intervention; *High Risk Students; Intermediate Grades; Parent Participation; *Potential Dropouts; *Preadolescents; *Program Effectiveness; Student Attitudes
IDENTIFIERS- Broward County Public Schools FL

This report summarizes data for students participating in the Transition Sixth (T-6) Dropout Prevention program in Broward County Public Schools, Florida, from the 1987-88 to 1990-91 school years. The T-6 program uses an early intervention strategy designed to reduce the dropout rate by allowing selected over-age fourth graders to master skills required for fifth and sixth grade in one academic year. Performance indicators for the analysis described in this report included annual attendance, report card grades, suspension rates, frequency of promotion, IOWA test scores, measures of student attitudes, and frequency of parent visitation. Findings show that the T-6 program has a strong positive effect on participants, and that T-6 student performance improves over time, with T-6 participants outperforming control group students in a majority of areas. Ten tables of data and eight charts are included. (MM)

DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Curriculum Evaluation; *Educational Improvement; *Instructional Effectiveness; Language Arts; Mathematics; Parent Attitudes; Primary Education; Program Evaluation; Questionnaires; Reading; School Districts; Surveys; Teacher Attitudes

IDENTIFIERS- *Palm Beach County Schools FL

This study was designed to provide the Palm Beach County School District with an independent evaluation of the educational program for kindergarten through grade three. Chapter 1 discusses the study design and methodology. Chapter 2 reviews current literature on such topics as nonpromotion and delayed entry; screening, assessment, and placement decisions; parent involvement; school schedules, structures, and characteristics; and program descriptions and directions for school improvement. Chapter 3 examines the kindergarten through grade three program in Palm Beach County. This chapter includes descriptions of the organization and funding of such programs and the components of the current programs; an analysis of the original data collection for the current study; and the results of the study. Chapter 4 discusses recommendations for program improvement. Seven appendixes provide: (1) procedures for school visits by evaluators; (2) correspondence and surveys used with principals, teachers, and parents, along with results; (3) correspondence and surveys for students, along with results; (4) a pamphlet on appropriate education for primary grades; (5) a list of school district documents reviewed; (6) a description of model primary programs; and (7) a report on the extended school concept. Twenty-five resource persons in Florida are provided, with addresses. Exemplary programs in six Florida counties are listed. (Contains 32 annotated print citations.)

Health/Education Collaboration: Insights into Six Field Activities. National Health/Education Consortium Occasional Paper #5.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Child Health; *Community Involvement; Community Programs; Conferences; Cooperative Planning; Delivery Systems; Early Childhood Education; *Health Services; *School Readiness; State Programs; *Young Children
IDENTIFIERS- *America 2000; *Integrated Services

The first goal of the America 2000 initiative was to have all young children able to start school ready to learn by the year 2000. This paper summarizes the efforts of six communities to meet that goal through increased collaboration between health care providers and educational institutions, on the assumption that children's health is directly related to school readiness. The six projects discussed include: (1) the Healthy Alabama 2000 conference, held in Birmingham to encourage cooperation and formulate state goals; (2) the Crossing the Boundaries between Health and Education forum held in Macon, Georgia; (3) the Whole Child: New Strategies for Integrating Health and Education Initiatives in Minnesota forum held in Minneapolis; (4) the 35-member Task Force on School Health in West Virginia; (5) the Working Together for Healthy Children: Bridge-Building between Health and Education Services forum held in Rochester, New York; and (6) the Closing the Circle for Families forum held in Watsonville, California. All six projects affirmed the need for a health/education linkage and were conducted with the hope and expectation of continued activity, possibly leading to the formation of an ongoing health/education consortium. (MDM) professionals are needed by the Indian people. Pictures portray medicine men and women; their relationship with plants and animals; their training; traditional healing and ceremonial practices; life before the White man; the White man's arrival accompanied by unknown sicknesses; the need for young people to enter health careers; and the work of nurses, doctors, and medical technologists. (SV)

ED 355 058 RC 018 996

Reyhner, Jon, Ed.
Teaching American Indian Students.
PUB DATE- 92
NOTE- 366p.; For earlier editions under the title "Teaching the Indian Child: A Bilingual/Multicultural Approach," see ED 301 372 and ED 283 628.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Literature; *American Indians; *Bilingual Education; *Cultural Education; Educational History; Elementary Secondary Education; English (Second Language); Language Acquisition; Multicultural Education; Parent Teacher Cooperation; *Second Language Instruction; *Teaching Methods; Whole Language Approach
IDENTIFIERS- *American Indian Students; Empowerment; Hopi (Tribe); Navajo (Nation)

This book consists of 18 essays that discuss teaching methods and resource material promoting productive school experiences for American Indian students. The first section of the book introduces the notion of empowerment of Indian students through multicultural education, foundations of Indian education, the history of Indian education, tribal and federal language policies, and a successful bilingual program. Section 2 discusses the importance of adapting teaching methods and curriculum to Indian culture and to the learning styles of Indian children. It also offers recommendations for promoting a positive working relationship between teachers and parents. Section 3 describes language and literacy development, the role of the first language in second language development, and the characteristics of American Indian English. Section 4 addresses the importance of Indian students' exposure to literature relevant to their culture and background. It provides suggestions for whole language teaching strategies, teaching strategies to enhance students' reading comprehension, and an overview of literature written by American Indians. Section 5 makes specific suggestions for teaching social studies, science, mathematics, and physical education to Indian students. Appendices include population and education statistics of American Indians, sources and recommendations for Indian children's literature, resources in social studies, and extensive references. (LP)

encouraging their curiosity about the natural world through outdoor activities. The book describes 186 learning activities that encourage children to experience and appreciate the earth. The learning activities are arranged and presented in theme sections to illustrate "the Sense of Wonder Circle," a notion that feelings about nature are more important than knowledge of it for teaching and learning. Theme sections include curiosity, exploration, discovery, sharing, and passion. Each of the 17 chapters contains a story to illustrate the main learning activity. Descriptions of learning activities include the purpose and rationale of the activity; the appropriate age and number of children for the activity; the setting; needed materials; and suggestions for carrying out the learning activity. Also included in each chapter are sections entitled "Did You Know," "Resources," and "Other Ideas" that provide additional resources and ideas for planning learning activities. (LP)

This paper illustrates the use of rule space as a tool to support cognitive analyses of students' mathematical behavior. The rule space approach is explained and is then used to classify students into one of two methods for solving linear algebraic equations in one unknown and to diagnose their knowledge states in this topic. A 32-item test with open-ended questions was administered to 231 eighth and ninth graders in a high school in Tel Aviv, Israel. The following outcomes of the rule space model were presented: (1) a classification of examinees into knowledge states resulting from the two solution approaches at the group level along with individual examples; and (2) tree-diagrams of the transitional relationships among the states for each strategy. Implications for using the feedback provided by the rule space model in the context of instruction and assessment are discussed. (Contains 20 references.) (Author/CW)

ED 355 113 SE 053 479

Townsley Kulich, Lisa; Victor, Barbara
Derive Workshop Matrix Algebra and Linear Algebra.
PUB DATE- Nov 92
NOTE- 30p.; Paper presented at the International Conference on Technology in College Mathematics (November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Computer Assisted Instruction; Computer Uses in Education; Course Content; Curriculum Guides; Higher Education; Inservice Teacher Education; *Linear Programing; Mathematics Education; Mathematics Instruction; Matrices; *Microcomputers; *Problem Sets; Problem Solving; *Teacher Workshops; Teaching Methods
IDENTIFIERS- *DERIVE Computer Algebra System; Linear Algebra; Optimization

This document presents the course content for a workshop that integrates the use of the computer algebra system Derive with topics in matrix and linear algebra. The first section is a guide to using Derive that provides information on how to write algebraic expressions, make graphs, save files, edit, define functions, differentiate expressions, calculate both definite and indefinite integrals, calculate Riemann sums, plot polar graphs, and print. Subsequent sections discuss the following topics and their development in Derive: (1) matrix algebra; (2) exercises in systems of linear equations; (3) exercises in linear algebra; (4) solutions to maximization problems in linear programming; (5) graphing strategies in linear programming with Derive; (6) examples and exercises with graphing; (7) the Simplex Method of solving linear programming problems with Derive; (8) examples and exercises with the Simplex Method; (9) linear programming and the Simplex Method in Derive; and (10) a Derive stack for LINPRO.MTH. An additional resource list with 16 references is provided. (MDH)

lesson content, procedures, and student handouts. The lessons are entitled: (1) "Voici une Famille Senegalaise"; (2) "La Concession de la Famille d'Aminata"; (3) "Aminata Va au Marche"; and (4) "Les Contes Traditionnels." (DB)

ED 355 132 SO 022 513

Tuttle, William M., Jr.
Childhood Diversity and the Fallacy of "The American Character": Class, Culture, and Child Rearing during the Second World War.
PUB DATE- 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Organization of American Historians (Reno, NV, 1988).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Children; *Cultural Influences; Popular Culture; *Socialization; *World War II
IDENTIFIERS- *Socioeconomic Diversity

A teacher's observations on the marked contrast between the development and behavior of elementary school children in Tennessee's Cumberland plateau and their counterparts in New York City's Greenwich Village vividly demonstrate the regional basis that still accounts for a variety of cultural variations. And yet, place of upbringing is just one of several determinants that help shape children's lives in the United States. Psychologists also identify effects beginning with the mother-child dyad, and further include the child's relationship to parents, siblings, neighborhood, peers, and school. Popular culture also plays a role. Another psychological perspective examines the child's "ecology," or physical and social surroundings. Class influences child development in many ways, affecting children's play, sexuality, mental health, and other areas. A child's culture and socialization are intertwined, stressing the importance of race, ethnicity, and religion in childhood development. Anthropologists point to significant differences among U.S. children in such characteristics as breast feeding, sexual discipline, and attitudes about schooling. Since World War II, diversity, not uniformity, has marked the U.S. landscape. In the post World War II period, considerations of group diversity gave way to generalizations about "the American character." It was contended that childhood socialization processes could explain the society in general, and that a new "modal" or national personality had arrived. Analysis of the family as an institution reflecting class differences, population movements, and economic change was lacking. More recent waves of immigrants have taken more obvious pride in their cultural distinctiveness. (Contains 40 footnotes.) (LBG)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 162p.; For other titles in this series, see SO 022 980-987.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Curriculum Research; Elementary School Teachers; *Grade 5; Intermediate Grades; Outcomes of Education; *Revolutionary War (United States); *Social Studies; Student Attitudes; Student Development; Teacher Student Relationship; Teaching Models; *United States History; Units of Study

This report examines the biography, elementary school social studies teaching goals, and specific U.S. history-social studies goals and curriculum mediation practices of one fifth-grade teacher, Ramona Palmer. Daily lessons and classroom teacher-student interactions are described in detail as Palmer moved through a 6-week unit on the American Revolution with her fifth graders. Six students were interviewed both before and following the unit to assess what they learned. Additionally, the entire class was asked before the unit to write what they knew and what they still wished to learn about the American Revolution. After the unit, students were asked to write what they had learned. Analysis of the student assessment data and the teaching episodes suggested that Palmer appeared to be successful at reaching her curriculum and teaching goals which included: (1) helping students to learn and understand the chronology, events, persons, and historical details of the American Revolution period; (2) attempting to breathe some life into the content through historical fiction accounts; (3) assisting her students in "internalizing" events of the period through reports and presentations; and (4) teaching her students that knowledge of U.S. history is valuable as an end in itself because it can build an appreciation of "our historical heritage." Fourteen appendices provide the structured teacher interview protocol, pre- and post-unit student interview protocols, analyses of student data in tabular form, references, maps, and tests. (Author/LBG)

year in specific topic areas revealed a number of changes over the years under review. Numbers of publications in general psychology, human experimental psychology, and physiological psychology appear to have declined over the years 1982-1989, while studies devoted to physical and psychological disorders appear to have increased. Results appear to support earlier findings by A. Czapinski linking democratization with an increase in negatively oriented research topics and publications in psychology and education. (One table of data is included; 20 references are attached.) (Author/SR)

ED 355 174   SP 033 688

Grissmer, David W.; Kirby, Sheila Nataraj
Patterns of Attrition among Indiana Teachers, 1965-1987.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 118p.; The "Summary" appearing on pv-xvii has been
  separately published as an "Executive Summary."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education;
  Employment Patterns; *Faculty Mobility; *Labor Turnover; Public
  School Teachers; Teacher Persistence; *Teachers; *Teacher
  Supply and Demand; Trend Analysis
IDENTIFIERS- *Indiana

This report examines the patterns of teacher attrition among full-time teachers in Indiana from 1965 to 1987. The study's objectives were to assess the current state of teacher supply and demand in Indiana, recommend policies to ensure an adequate supply of certified teachers, and provide the Indiana State Department of Education with the capability to monitor and perform future assessments of teacher supply and demand. The introduction outlines a rationale for the study and provides definitions of attrition. The report goes on to present and discuss a theory of teacher attrition, to examine trends in attrition in Indiana and patterns of attrition among new teacher cohorts, and to analyze attrition over the career and over the first four years after entry using multivariate analysis. Study findings include, among others: (1) both annual and permanent teacher attrition rates have fallen steadily over time with the exception of a period in the late 1970s characterized by involuntary reductions in staff; (2) attrition in entering cohorts of new teachers is at its lowest level in 25 years; and (3) lower attrition of women teachers during early to mid-career accounts for a significant portion of the overall attrition decline. An appendix provides regression estimates for Cox models of teacher attrition. The main report is preceded by a substantial summary of its contents. (Contains 28 references.) (JDD)

development of the framework are part of the California New Teacher Project, a pilot study of policy alternatives to enhance the success of novice teachers. Following a description of several qualities of teaching that are part of the new vision for the profession (a developmental view, a holistic vision, and diversity of teaching in California), the framework is organized in two parts: subject matter constructs and pedagogical constructs. The essence of the framework, is a set of six domains and subdomains that represent the knowledge, skills, and abilities of California teachers: (1) demonstrating knowledge of the teacher's content area(s); (2) planning and designing instruction; (3) organizing and managing the classroom; (4) delivering instruction to all students; (5) diagnosing and evaluating student learning; and (6) participating in or creating a learning community. Each domain or subdomain is broken down into more specific constructs with examples of indicators at both beginning teacher and expert teacher levels that are intended to communicate the meaning of the constructs. (Contains 19 references.) (LL)

activities of participants in interpersonal relationships. Role conflict occurs when contradictory expectations are held for the occupant of a position. Role analysis in a particular setting identifies areas of ambiguity and potential conflict. This report introduces a process, grounded in role theory, by which role expectations for mentors and interns can be identified. A method for viewing the relationships among the positions of mentor, intern, and school administrator as an interaction system is graphically displayed. When expectations are examined, each role can be seen in terms of its relationship to other roles; an assessment based on the amount of consensus that exists on role definitions can then be achieved. An activity entitled "Identifying the Mentor Teacher's Expectations for Interns, Mentor and Administrator" and an analysis guide form for identifying those roles in orientation, planning, observing, conferencing, and evaluation are included. (LL)

ED 355 211 SP 034 348

Della-Giustina, Daniel E.; Yost, Charles Peter
Teaching Safety in the Elementary School.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Daily Living Skills; Elementary Education; Emergency Programs; *Health Promotion; Interdisciplinary Approach; Learning Experience; Resource Materials; *Safety Education; School Safety; School Security; Student Attitudes; Student Behavior; *Teaching Methods

Every year, accidents claim the lives of thousands of children and many thousands more are injured. A need exists for schools to teach children the important components of safe behavior and safe conditions; safety instruction in the elementary schools cannot be left to chance. The inclusion of safety education across all elementary levels and subjects constitutes the multidisciplinary approach that achieves best results. Due to their vulnerability, children are often the target of acts of violence. It is therefore necessary to provide safer, more secure schools and use instructional methods that teach children how to protect themselves both at school and at home. This publication is divided into five sections. The first presents general safety information for teachers; section 2 deals with special problems in teaching safety; learning experiences for primary and intermediate grades are covered in section 3; section 4 provides information on school security and emergency planning; and the final section lists selected resource materials on safety. Safety instruction is not merely an accumulation of facts; it is the development of skills and attitudes that will promote the safety and well-being of all elementary students. (LL)

ED 355 212 SP 034 349

Leighton, Mary S.; Sykes, Gary
The Professionalization of Teaching: Centerpiece of Kentucky Reform. Policy Issues.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Stages; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Field Experience Programs; Performance Factors; *Policy Formation; State Departments of Education; *State Standards; Teacher Certification; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Kentucky; Knowledge Base for Teaching; National Board for Professional Teaching Standards; Professional Guidelines; *Professionalization of Teaching

In 1990, the Kentucky legislature established the Education Professional Standards Board as part of a systemic program of educational improvement. This report was commissioned to facilitate discussions about how best to configure certification requirements and related professional development activities. The first three sections identify, review, and analyze the professional knowledge base regarding learning development, the learning needs of children in each developmental stage, the role of field experiences in professional education, and certification trends in the states. The last section suggests policy options supported by the knowledge base and describes issues that will arise as new policies are implemented. The document concludes with nine policy recommendations which include improving internship, developing and implementing performance-based assessments, and designing effective recruitment strategies. Three tables provide information on selected developmental events that affect teaching and learning; National Board for Professional Teaching Standards certification levels and specialties; and certification levels and specialties recommended for Kentucky. (Contains 70 references.) (LL)

ED 355 213 SP 034 351

Martin, Nancy K.; Baldwin, Beatrice
Beliefs Regarding Classroom Management Style: The Differences between Pre-Service and Experienced Teachers.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; College Students; Comparative Analysis; Discipline Policy; Elementary School Teachers; Elementary Secondary Education; Higher Education; Instructional Development; Interaction; Intervention; *Locus of Control; Preservice Teacher Education; Secondary School Teachers; Student Behavior; Student

ED 355 230 SP 034 392

Hale, Marilyn
Perceptions of Participants regarding the Scarborough Board of Education's Teacher Apprenticeship Program.
PUB DATE- Jan 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Apprenticeships; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Mentors; *Nontraditional Education; Participant Satisfaction; Principals; Program Design; *Program Effectiveness; Surveys; *Teacher Education Programs; Teacher Recruitment; *Teaching (Occupation); Teaching Experience; Theory Practice Relationship
IDENTIFIERS- Ontario; Scarborough Board of Education ON; Teacher Apprenticeship Program; *Teacher Candidates; University of Toronto (Canada)

Each year the Faculty of Education, University of Toronto (Ontario, Canada), receives applications from potential teachers with excellent profiles but who lack teaching experience. These applicants are possible candidates for the Teacher Apprenticeship Program (TAP), an alternative teacher education program. Those selected are placed in regular classrooms to gain experience and attend several compulsory inservice sessions. This document describes the Scarborough (Ontario, Canada) School District TAP. The overall purposes of the TAP are: to associate apprentices with successful practitioners (coaches); to marry practice to theory and research; to indoctrinate participants with the "Scarborough culture"; to maintain a Scarborough Board profile in current teacher training initiatives; to maintain and enhance Scarborough's impact on teacher education; to provide a professional growth opportunity for experienced teachers; and to provide a better trained and more knowledgeable talent pool from which to make future staffing selections. This study reports on the perceptions of 30 apprentices, 30 coaches, and 26 principals who responded to a questionnaire regarding the impact of inservices, benefits of the program, problems that arose, and suggestions for future programs. Results suggest that the TAP experience provided: growth in self confidence; development of interpersonal skills with children; and familiarity with the role of a classroom teacher. Analysis of the responses is reported in tabular and narrative form. The survey instruments and a summary of participants' comments comprising three-quarters of the document, are appended. (LL).

ED 355 231 SP 034 394

Epps, M. Virginia; Ganser, Tom
Providing an Urban Field Experience for Students Attending a Rural Teacher Preparation Institution.
PUB DATE- Feb 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 355 248 TM 019 585

Beaton, Albert E.; And Others
Expanding the New Design: The NAEP 1985-86 Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 672p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Databases; *Data Collection; Data Processing; Field Tests; Grade 8; Junior High Schools; *Junior High School Students; National Surveys; *Research Design; Research Methodology; *Sampling; Scaling; Scoring; Student Characteristics; Student Evaluation; *Tables (Data); Test Items; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This report supplies details of the design and data analysis of the 1986 National Assessment of Educational Progress (NAEP) to allow the reader to judge the utility of the design, data quality, reasonableness of assumptions, appropriateness of data analyses, and generalizability of inferences made from the data. After an introduction by A. E. Beaton, the following reports are included: (1) "Overview of Part I: The Design and Implementation of the 1986 NAEP" (A. E. Beaton); (2) "Developing the 1986 National Assessment Objectives, Items, and Background Questions" (I. V. S. Mullis, W. MacDonald, and N. A. Mead); (3) "Sample Design" (M. H. Hansen, K. Rust, and J. Burke); (4) "Instrument and Item Information" (J. R. Johnson); (5) "Field Administration" (N. Caldwell and R. Slobasky); (6) "Materials Processing and Database Creation" (J. L. Barone); (7) "Processing Assessment Materials" (A. M. Rogers and N. A. Norris); (8) "Professional Scoring" (A. Campbell); (9) "Data Transcription Systems" (A. M. Rogers); (10) "Editing Data" (A. M. Rogers); (11) "Quality Control of Data Entry" (J. J. Ferris); (12) "Database Creation" (A. M. Rogers); (13) "Public-Use Data Tape Construction" (A. M. Rogers); (14) "Overview of Part II: The Analysis of the 1986 NAEP" (A. E. Beaton); (15) "Scaling Procedures" (R. J. Mislevy); (16) "Reading Data Analysis" (R. Zwick); (17) "Mathematics Data Analysis" (E. G. Johnson); (18) "Science Data Analysis" (K. Yamamoto); (19) "Computer Competence Data Analysis" (N. A. Mead); (20) "History and Literature Data Analysis" (R. Zwick); (21) "Weighting Procedures and Variance Estimation" (E. G. Johnson, J. Burke, J. Braden, M. H. Hansen, J. A. Lago, and B. J. Tepping); and (22) "Statistical Summary of the 1986 NAEP Sample and Estimates of the Proficiencies of American Students" (A. E. Beaton, D. S. Freund, B. A. Kaplan, and M. A. Narcowich). A total of 169 tables and 8 figures illustrate the text. Six appendixes with 116 additional tables provide supplemental information about the research methodology. (Contains 60 references.) (SLD)

ED 355 249 TM 019 590

Bracey, Gerald; Rudner, Lawrence M.
Person-Fit Statistics: High Potential and Many Unanswered Questions. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.

ED 355 266 TM 019 611

Oversight Hearings on the Report of the National Council on
Education Standards and Testing. Hearings before the
Subcommittee on Elementary, Secondary, and Vocational Education
of the Committee on Education and Labor. House of
Representatives, One Hundred Second Congress, Second Session
(February 4, 19, and March 18, 1992).
PUB DATE- 92
NOTE- 290p.; Serial No. 102-105.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Educational Assessment;
*Educational Objectives; Educational Practices; Elementary
Secondary Education; *Federal Legislation; Government Role;
Guidelines; Hearings; *National Competency Tests; *Student
Evaluation; Testing Problems; *Test Use
IDENTIFIERS- Congress 102nd; *National Council on Educ Standards
and Testing; National Education Goals Panel; *Standard Setting

The Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor met to consider the recommendations of the National Council on Education Standards and Testing. The report recommends the establishment of national education standards, a national system of assessments and the establishment of a reconfigured National Education Goals Panel and a national education standards and assessment council to coordinate the development of the standards and assessments. Testifying on behalf of the Council's recommendations were M. S. Smith (Stanford University) and (L. B. Resnick, Learning Research and Development Center, University of Pittsburgh and National Council on Education Standards and Testing). Opposition to the proposal for national testing was expressed by L. Darling-Hammond (National Center for Restructuring Education, Schools and Teaching, Columbia University). W. M. Haney (Center for the Study of Testing, Evaluation, and Educational Policy, Boston College) outlined a number of shortcomings in the Council report, largely in the area of national testing. Additional statements were offered by: (1) N. V. Cantu, Mexican American Legal Defense and Educational Fund, Texas; (2) L. Rezmierski, superintendent of Northville schools, Michigan; (3) H. D. Hoover, Iowa Basic Skills Testing, Iowa; (4) M. J. Feuer, Office of Technology Assessment, accompanied by N. Carson, Office of Technology Assessment; (5) A. Shanker, American Federation of Teachers, AFL-CIO; (6) D. T. Kearns, U.S. Department of Education, Washington, D.C.; (7) R. Romer, Governor of Colorado, Co-Chair National Council on Education Standards and Testing; (8) K. Geiger, National Education Association, National Council on Education Standards and Testing; (9) B. Rosenberg, American Federation of Teachers, AFL-CIO; (10) D. M. Koretz, Rand Corporation; and (11) M. H. Kean, Association of American Publishers and CTB Macmillan/McGraw-Hill. Prepared statements by these speakers and additional prepared statements and supplemental materials are provided. (SLD)

ED 355 267 TM 019 618

Rudner, Lawrence M.
The Achievement Testing Provisions of the Virginia Home Schooling
Requirements. Testimony for the Virginia State Legislature.
PUB DATE- 4 Feb 93

ED 355 285 TM 019 642

Hume, Jerry
Future of NAEP.
PUB DATE- 19 Nov 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Advisory Committees; Comparative Analysis; *Data Collection; *Educational Assessment; Educational Policy; Elementary Secondary Education; Evaluation Utilization; Federal Legislation; *Futures (of Society); Guidelines; Longitudinal Studies; National Competency Tests; *National Surveys; Predictive Measurement; School Districts; State Programs; *Test Use
IDENTIFIERS- Focus Groups Approach; *National Assessment of Educational Progress

This memorandum presents the report and recommendations of the Ad Hoc Committee on the Future of the National Assessment of Educational Progress (NAEP). The Ad Hoc Committee was created by the National Assessment Governing Board in 1992 to prepare recommendations on non-mandated subjects to be assessed by the NAEP and to prepare a discussion paper on policy issues facing the NAEP. The Committee received 107 written responses to the discussion paper from interested individuals and agencies. Focus groups drawn from similar entities provided further commentary. Unanimity of opinion did not exist among commentators, but the following views were predominant: (1) the NAEP should collect state-level data regularly; (2) the NAEP should reflect current and evolving practices; (3) the NAEP should be independent; (4) achievement levels should be set and used; (5) when possible, the NAEP should be equated with tests from other nations; (6) state and local districts should use the NAEP to link local results with national and international results; (7) Congress should allow states and districts to use NAEP results; and (8) legislation should be amended to permit an annual assessment. Recommendations based on these views are presented. Attachments include a schedule of the NAEP assessment through the year 2000, analysis of discussion paper comments, and alternative scenarios for the future of the NAEP. (SLD)

ED 355 286 UD 028 973

Karnow, Stanley; Yoshihara, Nancy
Asian Americans in Transition.
PUB DATE- 92
NOTE- 76p.; Foreword by Daniel K. Inouye.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Acculturation; Art Expression; *Asian Americans; Asian History; Civil Rights; Demography; Equal Education; Family Life; Higher Education; Minority Groups; Non Western Civilization; Political Power; Racial Discrimination; United States History; Violence
IDENTIFIERS- *Cultural Change

This booklet is a detailed primer on the Asian American experience in the United States covering history, family and acculturation, education, culture and the arts, economics, discrimination and violence, and politics. An introduction implications regarding prejudice and what works to reduce it: (1) attitudes about interpersonal differences begin to be acquired in infancy; (2) attitudes may be set or softened by relationships and experiences; (3) the relationship among attitudes, perceptions, motivation, feelings, judgments, and behaviors is complex and much of it is socially mediated and highly contingent on "setting"; (4) because of this, some would approach the problem through macro-strategies rather than strategies focused on individual behaviors; (5) many researchers from minority communities emphasize strategies that reduce the adverse impact of dominant institutions on minority communities, while leaving the dominating majority to deal with their own biases; (6) social contact between groups may foster positive attitudes under specific conditions; (7) class prejudice may be more powerful than racial biases; (8) cultural bias may be the most deeply rooted element in prejudice; (9) nearly 60 percent of any message may be communicated non-verbally; (10) formal learning approaches have some limited success; (11) specifically anti-prejudice learning experiences are generally not successful; (12) multicultural learning contexts are the most successful for teaching about "other" peoples; (13) cooperative learning experiences are probably the major resource for reducing bias; (14) white racism training may be effective for some areas; and (15) leaders and authority figures may have a significant influence in reducing bias. Contains six references. (JB)

ED 355 304   UD 029 068

Miles, Melvin
Comprehensive Family Service Systems: A Handbook for Planning and Practice.
PUB DATE- Nov 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Blacks; *Comprehensive Programs; *Cooperative Planning; Economically Disadvantaged; Educational Opportunities; Elementary Secondary Education; *Family Programs; Health Services; Housing; *Low Income Groups; Poverty Programs; *Program Development; Public Schools; *Systems Development; Team Training; Welfare Services
IDENTIFIERS- African Americans; California (Marin County); California (San Francisco)

This handbook presents the essential components of a comprehensive family service system for low-income families. It shows, through the documentation and description of two low-income African American communities over 4 years of development work, the types of information that should be collected about community functioning so that informed decisions can be made. It also lists key components of comprehensive family service systems, and makes recommendations for systems development based on the key belief that service systems should be oriented toward developing support structures that empower individuals and families to become confident and competent, and enable them to seek and receive needed services. Section I of the handbook describes the communities in which the development work took place: San Francisco (California) and Marin City (California). Section II lists the four major components of an effective comprehensive family service system: a health system, a social

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Children; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; Federal Legislation; *Homeless People; Needs Assessment; Program Design; Public Education; *State Action; State Agencies; State Government; State Programs; State Standards; *Statewide Planning
IDENTIFIERS- *New Jersey; Stewart B McKinney Homeless Assistance Act 1987

This publication presents the New Jersey State plan for the education of children of homeless families under the guidelines of the Stewart B. McKinney Homeless Assistance Act of 1987. An introduction reviews current demographics of the homeless population, particularly children and youth, and highlights planned state responses. A second section covers methods and criteria for needs assessment through a study of the number, location, and educational needs of homeless children and youth. A third section presents 12 objectives in the state's plan for responding to homeless children's educational barriers. The next section outlines the state's plan of operation, including management, service delivery methods, and evaluation. A final section lists the findings of public testimony on the plan. Included are extensive appendices containing the text of the McKinney Act, a revision of state residency requirements, statewide regulations for provisions of the education of homeless children and youth, county liaisons, a Department of Human Services/Department of Education agreement, a parents pamphlet, information on a New Jersey advisory council, the survey instrument used, and a commissioner's memorandum to chief school administrators. Contains 21 references. (JB)

ED 355 323 UD 029 097

Soussou, Helen
Employee Time-Off for Public Schools: Stories of Five Corporate Trailblazers and Two Chambers of Commerce.
PUB DATE- 8 Feb 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Employed Parents; Employer Employee Relationship; *Fringe Benefits; *Leaves of Absence; Organizations (Groups); *Parent Participation; Parent Teacher Conferences; Public Schools; *Released Time; Rural Areas; *School Business Relationship; State Legislation; Urban Areas
IDENTIFIERS- North Carolina; North Carolina (Charlotte)

This monograph looks at five cases in which corporations have developed programs that permit their employees to take time off for their children's schooling. Three major corporations, one mid-sized business, and a small business are included. All of the case studies involve North Carolina-based institutions in two geographic locations, one urban and one rural. The urban location is Charlotte, and that city's participating businesses are First Union National Bank, Duke Power Company, NationsBank, and Palmer & Cay/Carswell, Inc. The rural location is Catawba

Characteristics; *Teacher Attitudes; *Teacher Characteristics; *Teaching Experience
IDENTIFIERS- Inventory of Classroom Management Styles; *Preservice Teachers; Rotter Internal External Locus of Control Scale

Ideas regarding the nature of appropriate and inappropriate behaviors and how to control them vary among teachers and can play an important role in classroom management. The purpose of this study was to investigate the differences between the beliefs of experienced and pre-service teachers regarding classroom management. Within this study, classroom management is defined as a multi-faceted process that includes three broad dimensions: (1) the person dimension (what teachers believe about students as persons); (2) the instructional dimension; and (3) the discipline component. Data were collected from 201 subjects (53 percent pre-service teachers and 47 percent experienced teachers) via the Inventory of Classroom Management Styles (ICMS), Rotter's Internal-External Locus of Control Scale, and demographics. The ICMS represents a major revision of Tamashiro's (1980) Beliefs on Discipline Inventory, consists of 10 forced-choice items, and considers each of the 3 dimensions of classroom management. Beliefs were classified on a continuum that reflects the degree of teacher power over students. The continuum is categorized into three segments--noninterventionist, interactionalist, and interventionist. Results indicate that external preservice teachers scored significantly more noninterventionist than external experienced teachers who scored more interventionist; with respect to locus of control, experienced teachers were found to score significantly more internal than preservice teachers. (Contains 18 references.) (Author/LL)

ED 355 214 SP 034 368

Harris, Larry B.; Wingett, Terry J.
Increasing Multicultural Awareness: Understanding the Global Society from a Rural Perspective.
PUB DATE- Feb 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Global Approach; Higher Education; Hispanic American Culture; Inservice Teacher Education; Learning Strategies; *Multicultural Education; Preservice Teacher Education; Rural American Indians; *Rural Education; School Districts; *Teacher Education Programs; *Teaching Methods
IDENTIFIERS- Nebraska; *Wayne State College NE

The Nebraska Legislature has mandated that each school district in the state develop a multicultural program for incorporation into all phases of the curriculum, kindergarten through grade 12. In Northeast Nebraska, the Division of Education at Wayne State College has accepted the charge to be a leader in providing impetus for the inclusion of multicultural education in the school systems, including those located in rural areas. This paper presents an overview of related literature, and a rationale, philosophy, and methodology for incorporating multicultural education in both preservice and inservice

(150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Ethnic Groups; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Design; Racial Differences; Rural Environment; *Rural Urban Differences; Special Education; *Teaching Experience; *Urban Teaching
IDENTIFIERS- Diversity (Student); Milwaukee Public Schools WI; University of Wisconsin Whitewater

This paper provides a sketch of a preservice teacher education field experience in schools serving ethnically and racially diverse populations. Since the University of Wisconsin-Whitewater is situated in a rural setting with a predominantly white population, accessing schools serving ethnically and racially diverse populations poses significant problems. Through collaboration with the racially and ethnically diverse Milwaukee Public Schools, 684 students have been placed in urban classrooms. This field experience is one part of a 9-hour pre-professional block taken by students desiring entry into a professional education program. The sketch of this collaborative program includes information on the program's purposes, structure, demographics, logistics, results, problems, and approaches to problem solving. Appendices contain teacher education program approval rules and appeal procedure, pre-professional block field observation and participation experience data, and a cooperating teacher evaluation form. (LL)

ED 355 232 SP 034 395

Murray, David R.; And Others
On the Road to Empowerment: A Comprehensive Analysis of Teacher Involvement in Decision Making Processes.
PUB DATE- Feb 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 17-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *College School Cooperation; Comparative Analysis; Elementary Secondary Education; Higher Education; *Participative Decision Making; Program Development; *Program Implementation; Public Schools; Research Design; School Restructuring; School Surveys; State Surveys; *Teacher Attitudes; Teacher Educators
IDENTIFIERS- *Georgia; Perceived Reality; *Teacher Empowerment

Within the arena of public school reform, teacher empowerment and participation in the decision making process at the building level are of paramount importance. A collaborative team of teacher educators and public school staff was assembled to assess various perceptions of site-based decision making throughout Georgia. A random sample of 400 building level administrators and teachers were asked to respond to a questionnaire designed to identify general perceptions related to what actually exists in site-based decision making and the level of importance placed on the concept within the school government structure. Five areas were examined: school climate; staff development; competency requirements; program content; and implementation patterns. A comparative analysis of respondents' perceptions and aspirations as reflected by importance indicators suggests: commitment to the inclusionary process; a correlation between building level administrators' commitment to the process and to levels of program development,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Processes; *Error of Measurement; *Goodness of Fit; *Individual Differences; *Learning Theories; Personality Traits; *Research Methodology; Research Needs; Response Style (Tests); Teaching Methods; Test Bias; Theory Practice Relationship
IDENTIFIERS- ERIC Digests; *Person Fit Measures

Over the last 15 years or so, research into measurement error has begun to consider not just whether the test items fit, but whether the people who answer the items fit. Attempts to systematically identify people who do not fit the typical pattern have led to several "person-fit statistics." This digest describes the need for such statistics, summarizes research on their use, and identifies areas in need of further research. Research has identified patterns of aberrant responses that relate to personality traits or response styles, differences in instruction, and test bias. For the most part, however, person-fit statistics have not yet been applied to many settings. Although the need has been documented, the area has been largely one of potential, rather than actual, use. While some research has addressed theoretical and methodological concerns about the application of person-fit statistics, two main questions remain: (1) whether or not they are statistically sound; and (2) whether or not they will help in practical situations. Person-fit statistics, as a logical extension of popular measurement models, are well grounded in statistical theory, but are not equally grounded with theories of learning and cognition. Research to date, however, has demonstrated that people with strange response patterns are indeed detected with few, if any, false identifications. Proponents argue that this is enough to justify routine use of this statistical tool. (SLD)

ED 355 250 TM 019 591

Rudner, Lawrence; Farris, Michael P.
A Precedent for Test Validation. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Certification; Civil Liberties; *College Entrance Examinations; *Court Litigation; Elementary Secondary Education; *Home Schooling; *Parents as Teachers; School Attendance Legislation; State Legislation; State Standards; Test Use; *Test Validity
IDENTIFIERS- *Education Entrance Examination SC; ERIC Digests; South Carolina; Validation Verification and Testing Techniques

In December 1991, the South Carolina Supreme Court ordered the State Board of Education to stop using the Education Entrance Examination (EEE) for licensing parents who want to teach their children at home. In ruling that the test's validation process did not meet a standard of reasonableness, the Court established a significant precedent for test validation. The South Carolina Board of Education, which is required by law to evaluate the suitability of the EEE (a test designed as an admissions test for teacher education), contracted a

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Cutting Scores; Decision Making; Elementary Secondary Education; *Home Schooling; Measurement Techniques; *Minimum Competency Testing; Norm Referenced Tests; Portfolios (Background Materials); *State Legislation; State Programs; Student Evaluation; *Testing Problems; Testing Programs; Test Norms
IDENTIFIERS- Percentile Ranks; Stanines; Testimony; *Virginia

The requirement that home schooled students score at or above the 40th percentile on a nationally standardized test runs counter to several widely accepted principles of measurement. A single score should not be used alone in decision making, and there is no evidence that this is a valid use of the test. In addition, the 40th percentile is not an appropriate demarcation point for typical, or "normal," performance. A review of the way in which norm-referenced tests are developed confirms that such a requirement is not appropriate. If a set passing score is desired, the fourth stanine is widely accepted demarcation for typical or normal. The use of Virginia or school district norms that are no more than 5 years old is suggested as an alternative to national norms. In addition, superintendents should be urged to consider information in addition to test scores when making a home school judgment. Virginia should encourage superintendents to consider portfolios as an additional assessment option. These suggestions are consistent with widely accepted measurement practices, and will serve better than the language as it stands. (SLD)

ED 355 268 TM 019 619

Stone, Brian J.; McKellar, Nancy A.
Joint Exploratory and Confirmatory Factor Analysis of the DAS, PPVT-R and ITBS.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Children; *Cognitive Tests; Comparative Testing; *Elementary School Students; *Factor Structure; Grade 1; Grade 3; Primary Education; Test Interpretation; Test Norms
IDENTIFIERS- *Confirmatory Factor Analysis; Differential Ability Scales; *Exploratory Factor Analysis; Iowa Tests of Basic Skills; Peabody Picture Vocabulary Test (Revised)

The factor structure of a new co-normed cognitive and achievement battery for children, the Differential Ability Scales (DAS) was investigated. The DAS was factor analyzed in conjunction with the Peabody Picture Vocabulary Test-Revised (PPVT-R), and the composite score of the Iowa Test of Basic Skills (ITBS). Subjects were 56 six- to eight-year-old children in regular classes. Two exploratory principal axis factor analyses with varimax rotation were done (one with and one without the four DAS "diagnostic" subtests). The exploratory analyses revealed a factor structure fairly consistent with the composite structure of the DAS. The DAS verbal subtests loaded with the PPVT-R and the DAS achievement tests loaded with the ITBS. Three cognitive factors and one achievement factor were normed, but they strayed somewhat from the DAS composite structure. A confirmatory factor analysis showed that the theoretical reviews some basic demographics and looks at racial issues in light of the riots in Los Angeles (California) in 1992. A chapter on history covers the experience of Asian Americans in the United States since the arrival of Asians in prehistoric times. A chapter on family and acculturation notes that a common characteristic of Asian Americans, whatever their heritage or land of origin, is an emphasis on the family. A chapter on education notes the accomplishments of many Asian Americans, treats problems of quotas, and looks closely at Asian American enrollment in higher education. A look at culture and the arts emphasizes the cultural richness and diversity among Asian Americans and obstacles they face in the theatrical arts. A chapter on economics argues that the economic profile of Asian Americans is far more complex than the statistics indicate. A discussion of discrimination and violence suggests that despite an image among other Americans of freedom from racial bigotry, many Asian Americans are confronted by prejudice in subtle and overt forms. A chapter on politics examines the reasons for relatively low levels of political participation. Contains 3 bar graphs, 5 tables, and 42 references. (JB)

ED 355 287   UD 028 984

Strate, John M.; Wilson, Carter A.
Schools of Choice in the Detroit Metropolitan Area. Detroit Metropolitan Area Public Policy Surveys: 1991 Series. The First of Five DMAPPS Reports.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blacks; *Educational Improvement; Elementary Secondary Education; *Equal Education; Free Choice Transfer Programs; *Parent Attitudes; *Public Opinion; Public Schools; *School Choice; School Districts; School Policy; School Restructuring; Surveys; Transfer Policy; Urban Schools; Whites
IDENTIFIERS- *Michigan (Detroit Metropolitan Area)

Major arguments, both pro and con, for applying the "schools of choice" approach to educational improvement in Detroit (Michigan) are described, and the results of a recent public opinion survey are reported. The main argument of proponents of school choice is that it will improve the quality of public education. Opponents of choice do not believe that it is possible to establish efficient markets in public education. The 1991 Detroit Metropolitan Area Public Policy Survey (DMAPPS) is the second in an annual series of surveys of residents of the Detroit metropolitan area. School choice was one of the 5 policy issues explored in the 1,500 telephone interviews conducted during the 1991 survey. The following points are highlighted: (1) proponents expect choice to improve the quality of education; (2) opponents fear that choice will allow society to evade its responsibility for mass education; (3) support for school choice varies throughout the Detroit area; (4) the highest support is for within-district choice plans; (5) support is greater among city dwellers than suburban residents; (6) support is also greater among those who rate their schools lower; (7) blacks are more supportive of school choice than are whites; and (8) overall, 42 percent of parents would consider sending their children to another district. Six figures illustrate the discussion. An appendix contains the 10 DMAPPS school choice questions. (SLD) services system, a housing system, and an education system. In addition to the four systems, a coalition strategy must also be developed to link the key systems. This section offers a description of each component, their major elements, and recommendations for implementation. (Contains 29 references) (JB)

ED 355 305 UD 029 070

Speicher, Anna
Community Involvement in Public Education: Parents United for the D.C. Public Schools. CWAS Occasional Paper 11.
PUB DATE- Aug 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Boards of Education; Budgeting; City Government; Community Action; *Community Involvement; Community Organizations; Educational Finance; Educational Improvement; Elementary Secondary Education; Lobbying; *Parent Participation; *Public Education; *School Community Relationship; *Urban Schools
IDENTIFIERS- Community Based Organizations; Community Campaigns; *District of Columbia Public Schools; Parent Community Relationship; *Parents United for the DC Public Schools; Reform Efforts

A case study was done of the community-based education reform group, Parents United for the D.C. Public Schools in Washington, D.C. Data for the study came from written records; from interviews with Parents United staff and officers, members of the Board of Education, and others familiar with public education in Washington, D.C.; and from public hearings. Records included newsletters, minutes of meetings, testimony, press releases, grant proposals, clippings, and other materials. Parents United is a research, education, and advocacy group whose mission is to ensure that the City provides adequate funding for public schools and high quality education services to students. It was founded in 1980 in response to a budget crisis and has continued as an organization concerned with the total budget process. Analysis of information on the group found that the general principles underlying its strategy include a focus on creating alliances, pragmatic selection of issues based on inclusiveness and tangibility, and a preference for negotiation over confrontation. Achievements have included making public education a front burner issue for local government and educating and mobilizing parents. Criticisms include perceptions that Parents United is a mostly white, affluent group with too narrow a focus on budget issues. Sixty-two footnotes are included. (JB)

ED 355 306 UD 029 074

Ianni, Francis A. J.
Joining Youth Needs and Program Services. Urban Diversity Series No. 104.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 64p.
LANGUAGE- English

County, and organizations described include the Newton-Conover Schools' Project PIECES. Programs of the two communities' Chambers of Commerce are described as well. North Carolina addressed education reform in the early 1980s and has, more recently, dealt with employee time-off for schools policy at the state level. In each case, giving parents time-off to go to their children's school is one part of a corporate program to help public schools. Extensive appendixes contain agreements, press releases, mission statements, newspaper articles, policy statements, memos, North Carolina state legislation regarding employee time off, and parental agreements. Contains 18 endnotes. (JB)

ED 355 324   UD 029 100

Page, Reba Neukom
Lower-Track Classrooms: A Curricular and Cultural Perspective.
PUB DATE- 91
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Cognitive Ability; *Cultural Influences; Cultural Traits; *Curriculum Design; Curriculum Development; Educational Research; Heterogeneous Grouping; High Schools; High School Students; Homogeneous Grouping; *Low Achievement; School Districts; Secondary Education; Student Role; Teacher Role; *Track System (Education)
IDENTIFIERS- *Curriculum Differentiation; *Lower Track Students

This volume uses research to examine the symbolic processes in which teachers and students negotiate definitions of their roles, relationships, and knowledge in the context of educational tracking, particularly lower-track classrooms. The research on which the book is based includes interpretive accounts of curriculum differentiation and an explicitly cultural and curricular analysis using data from the school district of Maplehurst containing mostly white, average institutions where data were collected through participant-observer, interviews, and audiotapes of lessons. The study used a double comparison research design, which compared regular and lower track classes within each of two high schools and also across the two schools. The organization of the book reflects the conceptualization of curriculum differentiation as a scholastic, sociocultural, and political process of translation. Following Part 1, which contains an introduction in chapter 1, part 2 looks at the teacher's greater power to shape classroom life and how the teacher defines the lower-track student's role. Part 3 looks at defining the classroom climate in four chapters. Part 4 discusses defining curriculum for lower-track classes, focusing on how teachers and students interpret school knowledge. Part 5 concludes by suggesting ways of reconsidering curriculum differentiation. Contains 155 references. (JB)

ED 355 325   UD 029 102

Twillie, Less Doll; And Others
Improving Academic Achievement in Inner-City Schools: Do Attitudes of Parents and Teachers Make a Difference?
PUB DATE- Nov 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English

education in rural regions. Teachers in the schools have received training in human relations and multicultural education skills through inservice workshops. Preservice teachers are required to participate in at least one field based experience in a multicultural setting. Specific strategies are presented which will enable the rural teacher educator to successfully implement these concepts. Multicultural education has often been viewed as only an urban challenge; however, the increasing global society has made it imperative that all children develop positive views of cultural diversity. A list of cultural self-awareness questions is appended. (Contains 14 references.) (LL)

ED 355 215 SP 034 369

Hegler, Kay L.; Forester, Lyn C.
Restructuring a Teacher Education Unit with P-12 Partner Schools. A Collaborative Model Revisited.
PUB DATE- 26 Feb 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *College School Cooperation; Constructivism (Learning); Educational Change; Educational Improvement; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Development; *School Restructuring; *Teacher Education Curriculum
IDENTIFIERS- Doane College NE; Goodlad (John I); Partner Schools

This paper explores some of the many reasons to restructure, suggests the participants in restructuring, responds to Goodlad's (1990) postulates and essentials of restructuring and describes a model for restructuring between a teacher preparation program and P-12 schools. Reasons for restructuring can be classified into three categories: changes in curriculum, changes in the administration or governance of schools, and proactive and reactive changes in teacher education. Revitalization of schools, the objective of restructuring, requires a joint commitment from the schools, the business community, and the educational community. From the schools, administrators, school board members, teachers, parents, and students should share in decision making about reorganization tasks. Business personnel from both large and small businesses have resources to offer a restructuring task force. From the education community, participants from the state department of education, teacher education faculty, and the teachers' association are also needed. At Doane College (Nebraska), the process of developing a preservice teacher education partnership program involved consultations among all participant categories. An outcome of the partnership process has been a revised teacher education program model employing partner school linkages. No longer reflecting a competency based approach, the revised model is influenced by holistic and constructivist conceptions of student and teacher learning. John Goodlad's five essentials of restructuring were employed in designing and evaluating the revised program. (IAH)

ED 355 216 SP 034 370

Mosher, Darlean A.; Sia, Archibald P.

implementation, and success; and prevailing conditions within the schools of Georgia are such that site-based decision making can begin to evolve. Data are presented in tabular form. (Contains 20 references.) (LL)

ED 355 233 SP 034 403

The Professional Development School. A Commonsense Approach to Improving Education. A Report of the Sid W. Richardson Foundation Forum.
PUB DATE- Jan 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College School Cooperation; Collegiality; Community Involvement; Educational Change; *Educational Environment; *Educational Improvement; Educational Philosophy; *Educational Principles; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development; *School Role
IDENTIFIERS- *Professional Development Schools; Sid W Richardson Foundation TX; Teacher Development

In 1990, the Sid W. Richardson Foundation Forum was established to function as a design team to consider the critical features of a professional development school (PDS) and the important principles which should be taken into account in creating and field testing the PDS concept. This report emerged from the design team's deliberations. Establishing professional development schools is a strategy for transforming both teacher education programs and schools in response to the crisis in American schooling. The PDS represents a new kind of school in many respects; it borrows from the medical model of teaching hospitals. The primary goal of the PDS is the intellectual engagement and development of all members of its community: students, teachers, administrators, professors, and future educators. The PDS embraces democratic values and is characterized by collegiality, collaboration, and professionalism among educators. For the PDS to succeed, it must be supported by the district, the university, the community, and the state. Appended are a history of the Sid W. Richardson Foundation Forum, notes on the authors, and a list of discussants. (Contains 20 references.) (IAH)

ED 355 234 SP 034 412

Wassermann, Selma
Asking the Right Question: The Essence of Teaching. Fastback 343.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Critical Thinking; *Discussion (Teaching Technique); Elementary Secondary Education; Group Discussion; *Instructional Improvement; Problem Solving; *Questioning Techniques; Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- *Question Answering; *Question Types

Understanding the potential power of questions to promote thoughtful examination is at the heart of classroom teaching. If classroom discussions are to bear fruit, with students traditional content-based validation study. A panel of judges, 17 of whom were home schoolers and 16 of whom were public school and college teachers, had to decide whether each item was a necessary prerequisite for home schoolers. The contractor reported that the panel's scores were good enough to validate the test for use for home schoolers. The plaintiffs, the Home School Legal Defense Association, challenged the validation process because panelists were not given a job analysis or description of successful home schooling and were not qualified to make the judgments expected of them. The Court did not accept the argument that the validity of the EEE generalizes from its original purpose and found that the Board of Education presented no evidence that the skills needed for home schooling are the same as those needed for admission to a teacher education program. The fact that high numbers of parents passed the test was irrelevant to the issue of validity. No evidence was presented that the panel, including the home schoolers, was qualified to make the types of judgments expected of them. (SLD)

ED 355 251 TM 019 592

Shafer, Mary Morello
National Assessments in Europe and Japan. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Admission; *College Entrance Examinations; Comparative Analysis; Cross Cultural Studies; Educational Assessment; Elementary Secondary Education; *Foreign Countries; Government School Relationship; Higher Education; Multiple Choice Tests; *National Competency Tests; National Programs; *Standardized Tests; Student Evaluation; Testing Programs; *Test Use
IDENTIFIERS- British National Curriculum; England; ERIC Digests; France; Germany; Japan; Open Ended Questions; Oral Examinations; United States; Wales

Examining testing practices in other countries can help formulate ideas and issues in establishing a national assessment system in the United States. Based on recent reports by the Office of Technology and Assessment and the National Endowment for the Humanities, this digest provides an overview of the national examinations in several European nations and Japan. In France and in Germany, the previously nationally standardized examination is no longer a single nationally comparable examination taken by all students for admission to universities. Both the French baccalaureate, developed in different forms to correspond to curricula, and the German "Abitur" rely on open-ended questions and, to some extent, oral examinations. In recent years, England and Wales have adopted what amounts to a national curriculum and a comprehensive assessment program. Japan uses a two-stage system for admission to universities, beginning with a standardized multiple-choice examination in five subject areas. Japanese universities then consider other factors, often including their own examinations, to admit applicants. This overview indicates that the following four issues must be considered in evaluating national testing programs: (1) examination uniformity; (2) choice of tests by students; (3) test formats; and (4) reporting methods and formats. (SLD) structure of the DAS provided a good fit to the data. These analyses lend support to the test author's interpretation of the DAS. Four tables present data from the analyses. (Author)

ED 355 269 TM 019 620

Rodriguez-Aragon, Graciela; And Others
Equivalence Reliability of the Split-Half WISC-R Object Assembly Subtest in a Cohort of Juvenile Offenders.
PUB DATE- Jan 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cohort Analysis; Comparative Testing; Correlation; *Delinquency; *Intelligence Tests; Juvenile Justice; *Predictive Measurement; Prisoners; Test Format; Test Length; *Test Reliability; Test Use
IDENTIFIERS- *Split Half Test Reliability; Subtests; *Wechsler Intelligence Scale for Children (Revised)

The predictive power of the Split-Half version of the Wechsler Intelligence Scale for Children--Revised (WISC-R) Object Assembly (OA) subtest was compared to that of the full administration of the OA subtest. A cohort of 218 male and 49 female adolescent offenders detained in a Texas juvenile detention facility between 1990 and 1992 was used. The correlation between the scores obtained on the OA subtest in the Split-Half version and the full administration indicates that the brief administration is effective and saves time. The short form may have considerable clinical utility. It is important to remember that these results do not generalize to the other nine WISC-R subtests or to the Verbal, Performance, and Full Scale intelligence quotients. (SLD)

ED 355 270 TM 019 621

McCrae, Robert R.
Domains and Facets: A Hierarchical Approach to Personality Assessment.
PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure; *Measurement Techniques; *Personality Assessment; Personality Measures; Personality Traits
IDENTIFIERS- Discriminant Validity; Domain Analysis; *Facet Analysis; *Hierarchical Analysis

The domain and facet approach to personality assessment is discussed. The strategy used to identify and measure aspects of the five factors of personality structure is described. Evidence concerning the factorial invariance of the resulting set of 30 facet scales and some recent evidence concerning their discriminant validity are reviewed. Some theoretical and practical applications of analysis on the level of facet scales are considered. When P. T. Costa and R. R. McCrae began to develop a measure of personality, they adopted a top-down

ED 355 288 UD 028 992

Maher, Jan; Selwyn, Doug
Southeast Asian Americans. Multicultural Studies for Grades 3 and 4. Reproducible Workbook .
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Americans; Asian History; *Cambodians; Cultural Background; Elementary School Curriculum; Foreign Countries; Geography Instruction; Intermediate Grades; *Laotians; Lesson Plans; *Multicultural Education; Non Western Civilization; Primary Education; *Thai; *Vietnamese People; Workbooks
IDENTIFIERS- Cambodia; Laos; *Multicultural Materials; Southeast Asian Languages; *Southeast Asians; Thailand; Vietnam

This workbook for use with third, fourth, or fifth grade elementary school students focuses on the people and cultures of four mainland countries of Southeast Asia: Vietnam, Laos, Cambodia and Thailand. The book offers an introduction for teachers and 14 lessons. Lesson 1 helps students recall what they may already know about Southeast Asia and its culture. Lesson 2 focuses on the geography of Southeast Asia. Lesson 3 presents an overview of this area's diverse peoples and their history. Lesson 4 presents a myth from Thailand. Lessons 5 through 8 cover topics related to classical or traditional culture in each of the four countries. Lesson 9 focuses on Tet, the Vietnamese lunar new year celebration. Lessons 10 and 11 deal with the civil wars in Southeast Asia and the resultant flow of refugees to other countries. The final three lessons look at the varieties of ways in which people adjust to new cultures, covering maintaining tradition and adapting to new ways, tensions between older and younger generations, and three Southeast Asian Americans in different profession in the United States. Each lesson contains activities that call for short answers, creative writing, and the expression of students' opinions. An answer key is also provided. (JB)

ED 355 289 UD 028 993

Maher, Jan; Selwyn, Doug
African Americans. Multicultural Studies for Grades 3 and 4, Reproducible Workbook.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; African History; Ancient History; Black Achievement; *Black History; Civil Rights; Cultural Background; *Elementary School Curriculum; Foreign Countries; Geography Instruction; Intermediate Grades; Lesson Plans; *Multicultural Education; *Non Western Civilization; Primary Education; *United States History; Workbooks
IDENTIFIERS- Africa; *African Americans; Egypt; Mali; Multicultural Materials; United States

This workbook is designed for use with third, fourth, or fifth grade elementary school students and focuses on African American history and culture. Of the workbook's 14 lessons,

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; Community Organizations; *Community Programs; Community Role; Delivery Systems; Disadvantaged Youth; *Needs Assessment; *Program Design; Program Development; Social Networks; Social Services; *Social Support Groups; Stress Variables; Youth Agencies; Youth Problems; *Youth Programs
IDENTIFIERS- *Ecological Psychology; Youth Development Centers; Youth Guidance Systems

This paper discusses the challenges of effectively matching the needs of youth populations with program services. An introduction reviews some broad issues that shape the discussion, namely whether youth is a period integrated into the course of life or a separatist culture. A second section proposes an ecological approach to youth services, which proceeds from the assumption that human behavior and patterns of social relationships are not independent of place. This section looks at models for youth development and program foundation. A third section looks at varieties of personal, social, and cultural development among youth, including identity formation and community influences. The following section reviews the developmental and environmental stresses involved in growing up, such as risks of delinquency, and mutually-reinforcing multiple risk factors. The fifth section suggests how to mitigate the risks in young lives through social support systems that help young people to learn to cope with risks and find a balance between inner resilience and social support, considers how adults and community resources can play a role, and emphasizes the importance of community-based collaborative roles for youth professionals. A final section explores building service communities for youth. An author biography is included. (Contains 65 references.) (JB)

ED 355 307 UD 029 075

Kaufman, Julie E.; Rosenbaum, James E.
The Education and Employment of Low-Income Black Youth in White Suburbs. Working Papers.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Black Youth; *Disadvantaged Youth; Economically Disadvantaged; Educational Environment; *Educational Opportunities; Elementary Secondary Education; *Employment Opportunities; Environmental Influences; Interviews; *Low Income Groups; Public Housing; Suburban Environment; Suburban Housing; Suburban Schools; *Urban to Suburban Migration; White Students
IDENTIFIERS- Illinois (Chicago); *Illinois (Cook County)

This study examines the education and employment outcomes of black youth whose families moved from mostly-black housing projects in the city to either mostly-white suburbs or other mostly-black urban areas through the Gautreaux Housing Assistance Program in the Chicago (Illinois) area. In interviews with families who had moved 8 to 13 years earlier, the study examined: high school retention, grades, high school track placement, college attendance, employment, wages, job prestige, and job benefits. In spite of concerns about permanent disadvantages due to discrimination and competition

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Attitude Measures; Elementary Schools; *Elementary School Students; Elementary School Teachers; English; Grade 4; Inner City; Intermediate Grades; Mathematics Achievement; *Parent Attitudes; Questionnaires; Reading Achievement; *Teacher Attitudes; *Urban Education; Writing Achievement
IDENTIFIERS- *Memphis City Schools TN; *Parent Teach Attitude Quest (Twillie et al)

A study was done to determine whether or not the attitudes of parents and teachers were related to the academic achievement of their inner-city Memphis (Tennessee) elementary school students. Seventy-one teachers, 49 parents, and 32 fourth-grade students served as participants. Teachers' responses were used to supplement the development of the "Parent Teacher Attitude Questionnaire" (PTAQ). Parents completed pretests of the PTAQ-Parent Version (PTAQ-P), were exposed to strategies designed to facilitate academic achievement, and were then administered posttests of the PTAQ-P. Students were tested on a pretest-posttest basis in English, mathematics, and reading. Students' scores were compared using dependent "t"-tests. Performance in all academic subjects improved significantly. Parents' responses to the PTAQ-P did not change significantly. The Teacher Performance Factor of the PTAQ-P was significantly related to two academic tests: the English pretest, and the mathematics posttest. The School Requirements Factor was found to be significantly related to the reading pretest. Changes in parents' responses to the test were positively correlated with three of the students' academic gain scores. Appendixes contain the PTAQ-P and the PTAQ factor structure and associated items. Contains 12 references. (JB)

ED 355 326 UD 029 103

Reisner, Elizabeth R.; Haslam, M. Bruce
Effective Compensatory Education Sourcebook. Volume I (Revised): Effective Educational Practices in Schools that Serve Disadvantaged Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 77p.; A revision of ED 276 787; for other volumes in this series, see ED 276 788, ED 289 957 and ED 299 352.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Compensatory Education; Curriculum Design; *Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; *Educational Practices; Effective Schools Research; Elementary Secondary Education; *High Risk Students; Institutional Evaluation; Organizational Objectives; Parent Participation; *School Effectiveness; School Organization; Teaching Methods; Urban Youth

This publication, part of a series initiated in 1986, describes effective educational practices of schools that serve disadvantaged students and adds information on recent research about the characteristics of these schools to support the review. Following an introduction, four types of attributes are examined in four sections. Section 1 considers school structure

Culturally Responsive Classrooms.
PUB DATE- Feb 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Cross Cultural Training; Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Higher Education; Minority Groups; *Multicultural Education; Preservice Teacher Education; *Social Change; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Student Relationship; Whites
IDENTIFIERS- Knowledge Base for Teaching

The ethnic and cultural makeup of classrooms is changing rapidly, the percentage of school children of color is increasing, and the percentage of teachers of color is declining. This paper examines the challenge of preparing primarily white, middle-class teachers to create culturally responsive classrooms for all children. Teacher education programs should help teachers understand the broad concept of multicultural education, acquire basic cultural knowledge about ethnic pluralism, learn how to analyze their own and their students' ethnic attitudes and values, and develop a variety of culturally responsive methodological skills. Teacher educators can prepare culturally responsive teachers by helping them develop a clear understanding of the aims and goals of multicultural education and create a philosophical context from which to view ways in which multicultural education addresses cultural diversity. It is a commitment to basic human rights which implies that teachers in a pluralistic society have the ethical, legal, and moral responsibility to provide each child with a chance to succeed academically. Instructional strategies with sensitivities to individual and cultural differences can play a significant role in improving learning for all children. (Contains 11 references.) (LL)

ED 355 217 SP 034 371

Rancifer, Jesse L.
Teacher Diversity: Strategies To Increase Minorities in Teacher Education.
PUB DATE- Feb 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Black Teachers; Community Role; Education Majors; Elementary Secondary Education; *Enrollment Trends; Higher Education; Institutional Role; Literature Reviews; Minority Group Children; *Minority Group Teachers; *Policy Formation; Role of Education; Student Attitudes; *Student Recruitment; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS- *Diversity (Student)

As minority group students in teacher education programs continue to decline, minority group students are increasing in many of America's public schools. This paper reviews the literature related to reasons for declining enrollments of minorities in examining issues intelligently, teachers must develop an awareness of and be sensitive to how questions are framed. Good questions follow an interactive rhythm that produces reflection rather than interrogation, building trust in the interactive relationship. This booklet is organized into four parts and addresses the following topics: (1) several categories of unproductive questions that do little or nothing to promote meaningful examination of ideas; (2) questions that may call for students to examine ideas, but the framing of which defeats more productive examination; (3) effective questioning which helps students to think more intelligently about important issues under study; and (4) guidelines for a well orchestrated discussion. In conclusion, it is suggested that the art of questioning is learned more through experience than in any preparatory program. An analysis of individual questioning styles and a tally sheet for self-examination of questioning are appended. (LL)

ED 355 235 TM 018 486

Gauging High Performance: How To Use NAEP To Check Progress on the National Education Goals. Report of the NAEP Technical Subgroup for the National Education Goals Panel.
PUB DATE- 24 Jan 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Achievement Tests; Educational Assessment; Educational Improvement; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Guidelines; High Achievement; *Longitudinal Studies; *Performance; Student Evaluation; Test Construction; Test Items; *Test Use
IDENTIFIERS- Curriculum Alignment; *National Assessment of Educational Progress; *National Education Goals 1990; National Education Goals Panel; Performance Based Evaluation; Progress Reporting

The National Assessment of Educational Progress (NAEP) is one part of a comprehensive assessment system that is evolving in the United States. In the view of the NAEP Technical Subgroup for the National Education Goals Panel, the NAEP should be an independent, statistically rigorous longitudinal measure of educational attainment in the essential subject matters. To make the NAEP a real part of educational future improvement, the following directions are recommended: (1) alignment of NAEP frameworks and test objectives to national content standards; (2) reporting NAEP results at state and national levels; (3) quality and breadth of items and tasks in each subject matter area; (4) subject matter and grade levels roughly as in the current NAEP; (5) unambiguous and carefully defined achievement levels; (6) development of performance assessment tasks; (7) assessment in a 3-year cycle; and (8) solid research to follow up interesting information coming out of the NAEP. The NAEP must be reauthorized periodically. The state-by-state NAEP, in particular, is a temporary enhancement that will disappear without congressional action. The National Education Goals Panel can be a champion for this reauthorization. (SLD)

ED 355 236 TM 019 512

Confer-Owens, Vera A.
Effectiveness of Suggestive-Accelerative Learning Techniques in Teaching Underprepared College Freshmen.

ED 355 252 TM 019 593

Rudner, Lawrence M.; Shafer, Mary Morello
Resampling: A Marriage of Computers and Statistics. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Oriented Programs; Computer Uses in Education; *Educational Research; Elementary Secondary Education; *Estimation (Mathematics); Nonparametric Statistics; *Probability; *Research Methodology; Sampling; Statistical Distributions; *Statistics; Technological Advancement
IDENTIFIERS- Bootstrap Methods; Cross Validation; ERIC Digests; Jackknifing Technique; *Resampling Techniques; Research Replication

Advances in computer technology are making it possible for educational researchers to use simpler statistical methods to address a wide range of questions with smaller data sets and fewer, and less restrictive, assumptions. This digest introduces computationally intensive statistics, collectively called resampling techniques. Resampling is a process for estimating probabilities by conducting vast numbers of numerical experiments with the aid of high speed computers. Probability theory has freed researchers from the drudgery of repeated experiments, and resampling has now made it possible to analyze virtually any statistic in an easy to understand manner, without making assumptions about the distribution of the data. The following four techniques are important in resampling: (1) the bootstrap; (2) the jackknife; (3) cross-validation; and (4) balanced repeated replication. An example compares the grades of voucher and non-voucher students in an elementary school using the bootstrap. It is argued that resampling frees researchers from the assumption that the data conform to a bell-shaped curve and the need to focus on statistical measures with theoretical properties that can be analyzed mathematically. Critics question the resampling method itself and question the accuracy of the estimates that resampling yields. In some situations, resampling may be less accurate than conventional parametric methods. (SLD)

ED 355 253 TM 019 594

Badger, Elizabeth; Thomas, Brenda
Open-Ended Questions in Reading. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Assessment; Educational Research; Elementary Secondary Education; *Knowledge Level; Reading Achievement; *Reading Tests; Student Attitudes; *Student Evaluation; *Test Construction; Test Items; *Thinking Skills
IDENTIFIERS- ERIC Digests; *Open Ended Questions; *Text

approach to hierarchical assessment, resulting eventually in five domains (multifaceted collections of specific cognitive, affective, and behavioral tendencies), with the lower-level traits corresponding to these groupings known as facets. The pragmatic value of a facet-level approach to personality assessment is apparent. Individual facets contain a specific variance not represented in the global factors. The explicit measurement of facets also has implications for an understanding of the origins and nature of personality traits themselves, such as why traits co-vary along five dimensions. Six tables present information from various studies, and seven figures illustrate the relationships among the facets. (Contains 27 references.) (SLD)

ED 355 271 TM 019 623

McLarty, Joyce R.
Work Keys: Developing the Assessments.
PUB DATE- Aug 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). Table 1 has small broken print and is a fold-out page.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Constructed Response; Criterion Referenced Tests; Educational Assessment; *Employment Qualifications; *Job Skills; Listening Comprehension Tests; *Mathematics Tests; Models; Occupational Tests; Profiles; *Reading Tests; Standardized Tests; *Test Construction; Test Items; *Writing Tests
IDENTIFIERS- American College Testing Program

The American College Testing Program is developing a new program, Work Keys, a system to develop and assess employability skills. It consists of four components: (1) a systematic process for profiling job skill requirements; (2) assessments that measure learners' job skill levels; (3) procedures and formats for conveying assessment results so they will be useful to those receiving them; and (4) instructional resources to assist educators and learners in developing these job skills. The conceptual foundation of the Work Keys assessment system, the development process, and the first developed assessments are discussed. Work Keys assessments embody a new approach to standardized testing, one that combines a primary focus on criterion-referenced achievement with significant aspects of construct-based ability testing. Work Keys development includes specifications development, prototyping, and item construction, followed by content and fairness reviews, and pretesting and construction of operational forms. To date, Work Keys has produced three assessments yielding four scores: "Reading for Information," "Applied Mathematics," "Listening," and "Writing." The Listening and Writing instrument is administered as a single constructed-response assessment and can then be scored for listening, writing, or both. The four assessments are available beginning in September 1992. Five tables give details about test construction. An appendix contains the test descriptions. (SLD)

ED 355 272 TM 019 624

Vansickle, Timothy R.
Work Keys: Developing a Usable Scale for Multi-Level, Criterion-Referenced Assessments.

Lesson 1 asks students to consider what they already know about Africa. Lesson 2 focuses on the geography of Africa. Lesson 3 presents current scientific theory about the origins of the human race. Lesson 4 tells an African creation myth. Lessons 5 and 6 tell about the glory of two ancient African civilizations, Egypt and Mali. Lessons 7 and 8 deal with the issues of the slave trade and slavery including ex-slaves' memories of what life was like for them as children. Lesson 9 deals with the civil rights movement. Lessons 10 through 13 describe several prominent African Americans: Zora Neale Hurston, Langston Hughes, Marva Collins, Louis Sullivan, Condoleezza Rice, Maxine Waters, and Colin Powell. The final lesson suggests that students do a report on some African Americans of prominence and offers a list of historical and contemporary figures in a wide range of fields. Each lesson includes activities that require students to respond personally and creatively. An answer key is also provided. (JB)

ED 355 290 UD 029 004

Children's Initiative, H.R. 5600. 102D Congress, 2D Session in the House of Representatives.
PUB DATE- 9 Jul 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adoption; Alcohol Abuse; Children; *Child Welfare; Disadvantaged Youth; Drug Abuse; *Family Problems; *Federal Legislation; Federal Programs; Foster Family; Government Role; Hunger; Policy Formation; *Poverty Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Congress 102nd; Proposed Legislation

This publication is the text of the House of Representatives bill, H.R. 5600 introduced to the U.S. Congress and titled "Children's Initiative." This legislation is designed to promote family preservation and the prevention of foster care with emphasis on families where abuse of alcohol or drugs is present, to improve the quality and delivery of child welfare, foster care, and adoption services; and to alleviate childhood hunger. The bill contains seven titles, the first of which details child welfare services (entitlement funding, protection for foster children, enhanced court procedures, and state requirements). Title II concerns foster care and adoption assistance and covers abandoned children, removal from home requirements, dissolved adoptions, respite care, service evaluation, court procedures, placement, legal issues, staff training regulations, data publication, and review procedures. Title III authorizes a social services block grant. Title IV addresses funding for research, demonstration, and evaluation. Title V contains miscellaneous human resources amendments. Title VI concerns childhood hunger relief and contains five subtitles: (1) ensuring adequate food assistance; (2) promoting self-sufficiency; (3) simplifying the provision of food assistance; (4) commodity distribution to needy families; and (5) implementation and effective dates. Title VII details funding through a surtax on individuals with incomes over $1,000,000. (JB)

ED 355 291 UD 029 025

Pignatelli, Frank, Ed.; Pflaum, Susanna W., Ed.
Celebrating Diverse Voices: Progressive Education and Equity. Thought and Practice Series.

with white peers, the suburban youth adults did significantly better than did those in the city in practically all areas studied. Compared with the group that moved out of the projects and into other mostly-black city areas, youth in the suburban group were more likely to be: (1) in high school; (2) in a college high school track; (3) in a four-year college; (4) in a job; (5) in a job with benefits; and (6) within the education and employment systems. In their comments, mothers and youth pointed to the positive effects of higher educational standards in the suburbs, additional academic help from suburban teachers, greater access to information about college enrollment from suburban schools, and positive suburban role models. (Author/JB)

ED 355 308 UD 029 076

Trent, Stanley C.
Needed: Minorities in Educational R&D.
PUB DATE- Mar 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Cultural Pluralism; Educational Environment; Educational Research; *Educational Researchers; Elementary Secondary Education; Equal Education; *Equal Opportunities (Jobs); Experimenter Characteristics; *Minority Groups; Personal Narratives; Recruitment; *Research and Development; Theory Practice Relationship
IDENTIFIERS- African Americans

"This paper addresses the need to open opportunities in educational research so that more minority researchers can contribute their personal experiences and acquired expertise to the development of excellent, equitable, and effective school programs and practices for all children. It captures the perspectives of a young minority (African American) educational researcher as he tries to reconcile his language, culture, and values with the assumptions of a system driven by research and development results that in his view hold a very narrow definition of 'truth.' As the researcher melds personal insight with the theoretical knowledge acquired through formal education, he gains a more holistic view of the strengths and weaknesses of children's learning environments. This in turn allows him to focus on research with an understanding of the diverse cultural, racial, and ethnic richness children bring to school in a way that many other researchers cannot." The paper concludes by arguing that there must be more federal involvement in programs designed to increase minority participation in practical educational research and development in the form of minority scholarships, fellowships, internships, post-doctoral fellowships, and early career research grants. (Contains 10 references.) (JB)

ED 355 309 UD 029 077

Jonides, John; And Others
Evaluation of Minority Retention Programs: The Undergraduate Research Opportunities Program at the University of Michigan.
PUB DATE- Aug 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English

and discusses the following topics: leadership that articulates goals and builds consensus around them; clear goals that emphasize high expectations and academic achievement; and demonstration of respect for students' cultural and linguistic backgrounds. Section 2, on the organization of effective schools, discusses partnerships with parents, opportunities and resources for professional development, coordination of supplementary programs with other elements of students' school experience, and efficient use of academic learning time. Section 3 examines curriculum, instruction, and assessment. Topics considered include: opportunities for students to use their own experiences as a foundation for learning; teaching that explains assumptions, expectations, and ways of doing things in school; curriculum that includes instruction in comprehension skills; curriculum that integrates basic skills with challenging content; instruction that highlights meaning and understanding; recognition and rewards for academic excellence; and classroom management keyed to learning tasks. Section 4 discusses accountability in effective schools for disadvantaged students, particularly schoolwide accountability for learning supported by regular assessment. Fifty-two notes and 109 references are included. (JB)

ED 355 327 UD 029 104

D.C. Public School System. Oversight Hearing before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia. House of Representatives, One Hundred Second Congress, First Session (September 26, 1991).
PUB DATE- 93
NOTE- 170p.; Serial No. 102-6.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Elementary Secondary Education; Equal Education; Financial Needs; *High Risk Students; Low Income Groups; School Administration; *School Districts; *Social Problems; Sociocultural Patterns; *Special Needs Students; Superintendents; Urban Problems; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

The purpose of this oversight hearing on the District of Columbia public school system was to welcome the new superintendent, Franklin L. Smith, and to assess the general condition of the school system. Among the problems and issues assessed were the impact of boarder babies entering the school system, the impact on the system of children who were exposed to violence in their homes and neighborhoods, the high dropout rate and overall precarious plight of young African American males, latchkey children, children living in substandard housing, the problems of homeless children housed in shelters, and children in poor health. Some special programs of the system were described with optimism such as Project DAISY for children born to drug-addicted mothers, and Project DAPS that allows principals to purchase their own materials and make building repairs. The new superintendent spoke of his efforts to down-size the administrative side of the system and to upgrade the teaching of math. Education advocates representing community-based organizations spoke about improving the quality of the system's programs throughout the city. A representative of the teacher's union spoke about teacher grievances over pay and length of the school day. The participants' statements are included as well as information on National Merit Program finalists submitted for the record. (JB) teacher education programs. Some of the reasons discussed are: the transfer of block grant programs to state control thereby losing a national focus; a dearth of minority teacher role models; reliance on the Pre-Professional Skills Test and the National Teacher Examination for which minority students are poorly prepared; ineffective recruitment techniques in post-secondary education; and low entry level salaries. A strategic implementation plan presents an approach to reverse the problem of a dwindling number of minorities majoring in teacher education, outlining both the role of community level collaboration (church, community, college or university, and public schools) and the role of college or university leadership. Appendixes include tables graphically displaying the following information: first-time entering freshman enrollment in selected universities in Arkansas; freshman enrollment in selected Arkansas colleges by sex and ethnicity, Fall 1991-92; and first-time entering freshman enrollment by public two-year institutions in Arkansas. (Contains 16 references.) (LL)

ED 355 218 SP 034 373

Ilott, H. G.; Ilott, J. F. D.
Characteristics of Students Who Graduate with Distinction: Implications for Teacher Education Programs.
PUB DATE- Feb 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Identification; *Academic Achievement; *Achievement Rating; College Graduates; *Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; *Student Characteristics; Teacher Education Programs; Teacher Educators; Vocational Education
IDENTIFIERS- Alberta; *Collaboration for Improvement of Teacher Educ; University of Alberta (Canada)

This study was conducted to identify characteristics of the most academically successful graduates of a teacher education program at the University of Alberta (Canada). Graphical data provide information about all of the graduates; tabular displays provide more specific information about those who graduated with distinction. For example, students graduating with distinction are more likely to be female than male; they include both young and more mature students; and students who are successful in the first year of the program continue this pattern in education and non-education courses throughout college. Implications of this data for teacher education programs, teacher educators, and collaborative partners in school districts, government, professional associations, and other faculties of the universities include the need to counter myths and negative publicity about the academic capabilities of prospective teachers; recognize diversity in gender, range of ages, program routes, majors, and educational history among outstanding students; and scrutinize teacher education programs for systematic barriers to success. (LL)

ED 355 219 SP 034 374

Mims, Nancy Griffin
Nurturing Reflective Teachers: A Collaborative Effort between a

PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992). Tables contain extremely small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; *College Freshmen; Comparative Analysis; Higher Education; *Instructional Effectiveness; *Learning Strategies; Music; Pretests Posttests; Relaxation Training; *Student Attitudes; Student Motivation; *Study Skills; *Teaching Methods; Technical Institutes; Time Management
IDENTIFIERS- Learning and Study Strategies Inventory; *Suggestology

Two methods to teach study skills to underprepared college freshmen at a two-year technical institute were compared. The effectiveness of using a traditional method was compared to that of the Suggestive-Accelerative Learning Techniques (SALT) method, a holistic method that attempts to engage both sides of the brain by creating a positive learning environment through the use of music and relaxation. Ninety-two underprepared college freshmen were used as subjects in a 2 x 2 x 2 factorial design. The instrument used was the Learning and Study Strategies Inventory (LASSI). Results indicate that neither approach made any significant difference in the students' attitudes, motivation, or time management skills. Some negative gain scores on the posttests indicate a drop in attitude and motivation upon completion of the course. Further analysis indicates that the SALT is effective for teaching young females and older males how to use study skills. Ten tables present study data. (SLD)

ED 355 237   TM 019 527

Peel, Jennifer L.; And Others
Identifying the Best Scenario for Using Schematic Organizers as Integration Tools for Alcohol-Related Information.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Nov 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; *Cognitive Mapping; *Essays; Higher Education; *Matrices; Questionnaires; *Recall (Psychology); Semantics; *Undergraduate Students
IDENTIFIERS- *Integrative Processes; Knowledge Maps; Scenarios; Semantic Mapping; Semantic Organizers

The goal of the present study was to examine scenarios for using two schematic organizers, schematic knowledge maps and conceptual matrices, in integrating episodic and semantic knowledge about alcohol. Seventy students (36 males and 34 females) from undergraduate general psychology classes participated for course credit. Participants were assigned to either a schematic organizer group or an essay writing group. These groups were subdivided further into two treatment sequences: episodic/semantic, or semantic/episodic. Sixteen subjects were in the map/episodic-semantic group, 19 were in

Processing (Reading)

In this digest a rationale is given for using open-ended questions in the assessment of student achievement, the use of open-ended questions in reading is discussed, and some implications for the classroom are outlined. Research has helped shift the focus from learning as content knowledge per se to learning as the ability to use and interpret knowledge critically and thoughtfully. If subject knowledge itself is not a sufficient criterion for achievement, simple judgments of correct and incorrect are not enough to assess achievement. A more open-ended form of testing is required. Research into reading has suggested that different kinds of relationships occur during the reading process as readers' attitudes shift while trying to understand a text. In evaluating students, it is no longer enough to judge whether or not the reader's conclusions are similar to those of the teacher or test constructor. The quality of the argument or justification becomes more important. The information that open-ended questions can provide justifies their use, in spite of the time and effort that are required in scoring them. The following are some general guidelines for developing open-ended questions: (1) stress communication; (2) have students apply their knowledge in practical contexts; and (3) evaluate frequently. (SLD)

ED 355 254 TM 019 595

Rudner, Lawrence M.
Reducing Errors Due to the Use of Judges. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Error of Measurement; Evaluation Methods; *Evaluators; *Interrater Reliability; Least Squares Statistics; Rating Scales; Regression (Statistics); Scaling; Scores; *Scoring; Test Interpretation; *Training; Validity
IDENTIFIERS- *Alternative Assessment; ERIC Digests; Experts; Halo Effect; Leniency Response Bias; Missing Data; Performance Based Evaluation

Several common sources of error in assessment that depends on the use of judges are identified, and ways to reduce the impact of rating errors are examined. Numerous threats to the validity of scores based on ratings exist. These threats include: (1) the halo effect; (2) stereotyping; (3) perception differences; (4) leniency/stringency error; and (5) scale shrinking. An established body of literature shows that training can minimize rater effects. To be successful, rater training should familiarize judges with the measures they will use, ensure that they understand the sequence of operations they must perform, and explain how any normative data should be interpreted. The choice of judges may have a significant impact. Considering demographic variables, choosing representatives from expert and interest groups, and forming smaller working groups can make the choice of judges more effective. Several statistical approaches may be followed to adjust potentially biased ratings given by different sets of multiple raters. Three approaches discussed in the literature are: (1) ordinary least squares regression; (2) weighted least squares regression; and (3) imputation of missing data. The imputation approach is most

PUB DATE- Aug 92
NOTE- 29p.; Version of a paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criterion Referenced Tests; Employment Qualifications; High Schools; High School Students; Holistic Evaluation; Job Skills; Listening Comprehension Tests; *Mathematics Tests; Occupational Tests; *Reading Tests; *Scaling; Scores; *Test Construction; Test Reliability; Test Use; Test Validity; *Writing Tests
IDENTIFIERS- American College Testing Program

The scaling of a new assessment is a significant undertaking. The scaling of a new assessment designed as a multiple-level, criterion-referenced assessment is even more so. A Guttman approach to scaling was used with the Work Keys selected-response assessments, Reading for Information and Applied Mathematics. Assessments in development in the Work Keys project are designed to aid in the communication of needed workplace skills to business persons, educators, and learners. Pretests were conducted with 5,741 high school students and adult employees who took the Reading for Information assessment, and 6,236 examinees who took the Applied Mathematics assessment. The classification rate of individuals into appropriate skill levels was very good, exceeding 95 percent. A similar procedure was developed for the holistic score scale for Listening and Writing (3,319 examinees). Research on the operational forms of these assessments must be conducted to determine the reliability of parallel forms and the validity of the instruments for various uses. However, the scaling procedures appear to be working well. Five tables contain study findings, and one figure illustrates the scoring procedure. (SLD)

ED 355 273 TM 019 626

Piotrowski, Chris; And Others
Projective Techniques: An International Perspective.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Clinical Diagnosis; Cross Cultural Studies; Diagnostic Tests; Foreign Countries; *International Studies; *Personality Assessment; *Projective Measures; *Psychological Testing; *Research Reports; Surveys; *Test Use; Trend Analysis
IDENTIFIERS- Hong Kong; Japan; Netherlands; United States

The findings of the following four recent surveys on clinical test use in the United States, the Netherlands, Japan, and Hong Kong are reviewed: (1) "Clinical Psychological Test Usage in Japan: A Comparative Study with a Survey in the U.S.A." (T. Ogawa and C. Piotrowski, 1992); (2) "Patterns of Psychological Test Use in Hong Kong" (M. M. Tsoi and N. D. Sundberg, 1989); (3) "Trends in Test Use in The Netherlands" (A. Evers and J. N. Zaal, 1982); and (4) "Use of Assessment in Mental Health Clinics and Services" (C. Piotrowski and J. W. Keller, 1989). The preliminary analysis indicates that projective techniques are popular in the assessment of personality worldwide. Obviously, projectives are universal, in that unstructured

PUB DATE- 93
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Democratic Values; Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Instructional Leadership; Multicultural Education; Parent Participation; *Progressive Education; School Community Relationship; School Restructuring; Teacher Education; *Urban Education
IDENTIFIERS- Bank Street College of Education NY; *New York (New York); New York City Board of Education; Reform Efforts

This publication is the first annual yearbook of the Bank Street College of Education (New York) and discusses the effects of actions by educators and others in light of concerns for equity, focusing on New York City schools. The volume includes scholarly chapters and chapters on policy and advocacy, and authors address practical and theoretical concerns at different levels of schooling and among different disciplines. Following a preface and information on the authors, the 12 chapters are as follows: (1) "Perspective and Diversity: Toward a Common Ground" (Maxine Greene); (2) "Restructuring and Multiculturalism: A New Alliance To Shift the Power Balance?" (Norman Fruchter); (3) "Reclaiming the School as a Democratic Site: Educational Leadership, Parent Participation, and School Restructuring" (Frank Pignatelli); (4) "The Supervisory Selection Process in New York City: A Parent Activist Perspective" (Jon Moscow); (5) "Shared Leadership: A Study of Change at Middle College High School" (Terry Born); (6) "'Who Says?' Learning To Value Diversity in School" (Linda Levine); (7) "Diversity in Education: Implications for Teacher Preparation" (Anne Francis-Okongwu and Susanna W. Pflaum); (8) "Education, Equity, and Community: Lessons from the East Harlem Block Schools" (Tom Roderick); (9) "P.S. 500 (Speyer School): An Early Experiment in Urban Alternative Public Education" (Joseph Kleinman); (10) "The Here and Now Comes of Age: Margaret Wise Brown, Lucy Sprague Mitchell, and the Early Days of Writing for Children at Bank Street" (Leonard S. Marcus); (11) "What Do You Want To Be When You Grow Up? The Ideology of Vocational Choice" (Patricia Rogan Sherman); and (12) "New Subjects, Familiar Roles: Progressive Legacies in the Postmodern World" (Jonathan G. Silin). Each chapter includes its own references. (JB)

ED 355 292 UD 029 029

Andrias, Jane; And Others
Exploring Values and Standards: Implications for Assessment.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Jul 92
NOTE- 67p.; Foreword by Linda Darling-Hammond.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; Children; Educational Assessment; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Essays; High School Students; Labor Standards; Student Evaluation; Student School Relationship; Teacher Administrator Relationship; Teacher Student Relationship; *Values

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Freshmen; College Sophomores; Dropout Prevention; Faculty Advisers; Higher Education; Identification (Psychology); *Minority Groups; *Program Evaluation; *Research Assistants; Research Opportunities; School Attitudes; *School Holding Power; Student Characteristics; *Undergraduate Students; White Students
IDENTIFIERS- *University of Michigan Ann Arbor

An evaluation was done of the first year of the Undergraduate Research Opportunities Program (UROP) at the University of Michigan (Ann Arbor), which is designed not only to teach students about research and/or certain academic topics, but also to facilitate the identification of minority students with the university. This second aim is based on the current thinking that retention of minority students is significantly influenced by the social factors of identification with the university community. Failure to achieve identification with the institution may particularly plague minority students. The UROP pairs students with faculty advisors on the basis of mutual interests. The students then serve as research assistants to their faculty advisors throughout the course of the academic year, participating in laboratory groups, research discussions, and team meetings. The evaluation surveyed sophomores after their freshman year in the program and used an experimental condition (120 under-represented minority students), a primary control condition (60 African American UROP applicants), and a secondary control condition (146 white dorm residents). Results reveal that sophomores in the UROP were taking significantly more upper level credits than were either their minority student counterparts or the majority control students. Students also showed positive motivational and behavioral changes. Ten figures are included. (JB)

ED 355 310 UD 029 078

Dilemmas in Youth Employment Programming: Findings from the Youth Research and Technical Assistance Project. Volumes I and II. Research and Evaluation Report Series 92-C.
SPONS. AGENCY- Department of Labor, Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 92
NOTE- 824p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; Educational Opportunities; Federal Programs; *Job Training; Labor Market; Program Descriptions; *Program Effectiveness; *Research and Development; Secondary Education; Technical Assistance; *Training Methods; Vocational Education; Youth Agencies; *Youth Employment; Youth Opportunities; Youth Programs
IDENTIFIERS- Training Centers; Training Effectiveness; Youth Services Systems

This 2-volume set contains 10 papers, 5 in each volume, that review and evaluate findings from the Youth Research and Technical Assistance Project, whose purpose was not only to explore studies and evaluations related to youth training and employment programs but also to provide a broader synthesis of evidence, findings, and research from related fields and disciplines. The first volume contains the five papers on

ED 355 328 UD 029 106

Adelman, Nancy E.
Minnesota's Educational Options for At-Risk Youth: Urban Alternative Schools and Area Learning Centers.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Div. of Career Education.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; *Dropout Prevention; Dropout Programs; *High Risk Students; High Schools; High School Students; Incentives; Minority Group Children; Nontraditional Education; Private Schools; Program Evaluation; Public Schools; State Programs; Student Attitudes; *Urban Youth; *Youth Programs
IDENTIFIERS- Area Learning Center MN; *Minneapolis Public Schools MN; *Saint Paul Public Schools MN; Student Surveys

A study was done of two Minnesota State "second chance" program options designed to help at-risk students to complete high school. The options are: (1) private urban alternative programs, administered by non-sectarian, community-based organizations principally serving teenagers from Minneapolis and St. Paul (Minnesota); and (2) the Area Learning Centers (ALCs), which had originally been exclusively located in suburban and rural areas of the state but which are now available in the two major cities as well. The data for the study were gathered at the program sites in the spring of 1990. Student samples were drawn in advance of survey administration from lists of enrollees provided by the ALCs and urban alternative schools. The two organizations serve different populations: students in the urban alternative schools were 57 percent minority, while the ALCs drew only 8 percent minority. However, both programs serve reentry students and low income families and at both programs reasons for enrollment was to help students stay in school. Analysis of the data indicate extremely high levels of satisfaction with the programs, although students in the urban schools valued smaller classes while students at the ALCs valued being able to proceed at their own pace. In addition, the proportion of ALC participants who expected to obtain some postsecondary education appeared to have doubled. An appendix on study methodology and an appendix containing three student surveys are included. (JB)

ED 355 329 UD 029 219

Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program.
PUB DATE- Feb 93
NOTE- 307p.; For a related document, see UD 029 220.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Programs; Futures (of Society); High Risk Students; Low Achievement; Low Income Groups; *Policy Formation; Poverty; Program Descriptions; Program Development; Program Evaluation
IDENTIFIERS- *Hawkins Stafford Act 1988; *National Assessment of

College and School District.
PUB DATE- Feb 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (45th, San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; Educational Practices; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Mentors; *Participant Satisfaction; Program Design; *Program Effectiveness; School Districts; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Reflective Teaching; West Georgia College

In 1990, a county school district in the metropolitan Atlanta area collaborated with West Georgia College's School of Education to equip experienced teachers with the skills necessary to nurture new teachers to become more reflective and to share in cooperative learning. A study was conducted to examine teachers' perceptions of the program and of how well it was working in their school. A questionnaire was administered to mentor teachers participating in the first 2 years of the program. Data were analyzed and compared to determine any significant changes in perceptions since the program's inception. Qualitative data were also collected for 2 years from personal journals kept by the participants. Results indicate the program has impacted staff development; collaboration and teamwork among teachers has improved; and teachers are more creative and willing to share ideas and effectively use school, county, and college resources. This specific cooperative program has strengthened the teaching behaviors of new and experienced teachers, due in part to the continued commitment from the district office. Implementation of continual feedback and practice sessions empowers teachers and provides a cost-effective means of providing in-service activities in individual schools. The response forms and results are included. (LL)

ED 355 220 SP 034 376

Williams, Ellen U.; And Others
Collaboration: A Potential Solution in Teacher Education for Addressing At-Risk and Special Education Students in Today's Schools.
PUB DATE- Feb 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Cooperative Planning; Course Descriptions; *Demonstration Programs; Elementary Secondary Education; Higher Education; High Risk Students; Mainstreaming; Masters Degrees; Mentors; *Problem Solving; Program Design; *Regular and Special Education Relationship; Rural Education; Special Education; *Teacher Education Programs; Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Bowling Green State University OH; *Collaborative Teaching; Reform Efforts

Consistent with educational reform efforts, regular educators are the map/semantic-episodic group, 17 were in the essay/episodic-semantic group, and 18 were in the essay/semantic-episodic group. The episodic activity required participants to complete materials using their own alcohol-related experiences, whereas the semantic activity required participants to annotate expert materials. Assessment measures used were consumer-satisfaction questionnaires and free-recall tests. While no preferences were established for any one scenario, the episodic activities were rated higher than the semantic activities regardless of the integration sequence. The semantic/episodic integration scenario did produce higher recall scores for the expert information. One table and six figures illustrate the discussion. (Author/SLD)

ED 355 238 TM 019 540

Levitan, Sar A.
Evaluation of Federal Social Programs: An Uncertain Impact. Occasional Paper 1992-2.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *Evaluation Methods; Evaluation Utilization; *Experiments; *Federal Programs; *Program Evaluation; Public Policy; *Qualitative Research; Research Methodology; Simulation; *Social Services
IDENTIFIERS- Department of Health and Human Services; Department of Labor; General Accounting Office

This paper explores the impact that the evaluation industry has had on the development and implementation of social policy and programs, primarily as carried out by the U.S. Departments of Labor and Health and Human Services. In addition, major tools evaluators have developed and used, and the institutional arrangements through which they have worked are reviewed. Three principal approaches that have emerged in the evaluation industry funded by executive and congressional agencies and by the grant and contract establishment are microsimulation, experimental and quasi-experimentation, and qualitative studies. With regard to experimentation and quasi-experimentation, a case for randomization, selection modeling, the New Jersey income support experiment, selecting a probabilistic sample, the elusiveness of the target population, attrition, the need to generalize to untested treatments, biases arising from the limited duration of experiments, feedback effects, Hawthorne effects, and the elusiveness of consensus are considered. Advocates of each method may claim that their method of estimating program impact offers policymakers better insights into the effects of policy decisions than those of alternative methods. Analysts have been unable to agree about the impact of social policy evaluation. Current practices, including those used by the General Accounting Office, are generally not adequate as guides to making choices among social policy alternatives. Improved results will be obtained only by making more effective use of various methodologies and by achieving a better balance in funding them. There is cause for optimism that program evaluation will justify its continued funding. (SLD)

ED 355 239 TM 019 550

Richardson, Gloria D.; Boutwell, Lydia

appropriate when variations are expected in rater reliability. The weighted regression approach is most appropriate when variations are expected in rater reliability. (SLD)

ED 355 255 TM 019 596

Thompson, Bruce
Publishing Your Research Results: Some Thoughts and Suggestions from an Author Who Is also an Editor.
PUB DATE- Jan 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Editors; Error Correction; Guidelines; Higher Education; *Information Dissemination; Journalism; Professional Development; *Publications; Researchers; *Research Reports; *Revision (Written Composition); Scholarly Journals; *Writing for Publication; Writing Improvement; Writing Skills

Suggestions are presented for being successful in publishing research results and for disseminating results once they are published. Writing style is the single most important ingredient for success in publishing, and revision is the usual prerequisite for style. Selecting target journals before writing can maximize the manuscript's chances of success. Writing query letters before submitting a manuscript is not very useful, unless the author is aiming for a theme issue that may be filled. Reading author guidelines is a more useful approach. Attending to details such as checking citations is an important step. In general, an author can believe an editor's comments and suggestions, except in the area of lag time or manuscript review. The author should not overpersonalize editorial contacts, and should focus on the revision requests of the editor. In submitting a revision, it is usually helpful to enumerate the corrections made. Changes should be made before galley proofs arrive. Once a work is in print, the author should promote it, sending out reprint copies, for example. (SLD)

ED 355 256 TM 019 597

Alternative Assessments in Math and Science: Moving toward a Moving Target. A Joint Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Planning; *Elementary School Teachers; Elementary Secondary Education; Guidelines; *Mathematics Achievement; Mathematics Tests; Science Tests; Scoring; *Secondary School Teachers; Student Evaluation; *Teacher Made Tests; Thinking Skills
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation; Science Achievement

stimuli serve as the basis for assessment and do not pose a language barrier. Thus, reliance on projective methods reflects problems in adequately translated and standardized objective tests. More data are needed from developed countries before firm conclusions on the status of projective techniques, internationally, can be affirmed. A table shows projective test use rankings for six common tests. (Author/SLD)

ED 355 274 TM 019 628

Dolenz, Beverly
Descriptive Discriminant Analysis: An Application.
PUB DATE- Jan 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Discriminant Analysis; *Groups; Higher Education; High Schools; *High School Students; Predictive Measurement; Research Methodology; Social Science Research
IDENTIFIERS- Career Beliefs Inventory; *Descriptive Discriminant Analysis; *Variables; Variance (Statistical)

The use of multivariate statistics in the social sciences is essential given that the studied effects are seldom influenced by only a single variable, and instead are usually influenced by multiple variables. One multivariate technique, discriminant function analysis, has potential for many applications in the social sciences. Discriminant function analysis has two defined purposes: predictive analysis and descriptive analysis. Descriptive discriminant analysis (DDA) is described, with a discussion of methodology and interpretation using data sets and graphs from a current research project. The project involves 374 participants in three age levels (grade 9, grade 12, and college) and their responses to the Career Beliefs Inventory, a 25-subscale instrument. DDA involves the study of group separation or group differences. A linear combination of a subset of response variables is considered to maximize between-group variance of the linear function relative to the within-group variance. Five tables and three figures are included. (Author/SLD)

ED 355 275 TM 019 629

Aycock, Tim
It Is Incorrect To Say "The Test Is Reliable": A Review of the Literature and Implications for Research Practice.
PUB DATE- Jan 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; *Educational Research; *Estimation (Mathematics); *Interrater Reliability; Literature Reviews; Meta Analysis; *Research Methodology; Research Reports; *Scholarly Journals; Test Construction; *Test Reliability; Trend Analysis

IDENTIFIERS- *Descriptive Method

This publication presents five essays by teachers on accountability, particularly the descriptive review format for elementary and secondary education. Following a brief foreword, an opening essay, "Children's Values and Standards: Investigating Sources" (Cecelia Traugh), describes issues of teacher and student values and standards which lie at the center of the monograph. The following study, "When a Teacher's Values Clash with School Values: Documenting Children's Progress" (Lynne Yermanock Strieb), describes the conflict in values and standards between a teacher's methods of record keeping and her school district's required record book. Another essay, "Mary" (Cecelia Traugh), describes one student who is a thinker and learner, and how the standards she holds for her work and the conflicting standards that the school has for her constrict her educational experience. A different study, "Kenny" (Jane Andrias), describes the clash of values and standards between a boy and his high school where his ways of making sense of life and what he values are blocked by school standards and practices. The final piece, "The Descriptive Review of a Child: Teachers Learn about Values" (Rhonda Drucker Kanevsky), outlines the descriptive review process, format, values, standards, and assumptions; and discusses implications of this approach for assessment and evaluation. An appendix contains further information on descriptive review. Author information is included. (JB)

ED 355 293 UD 029 030

Snyder, Jon; And Others
Makers of Meaning in a Learning-Centered School: A Case Study of Central Park East 1 Elementary School.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Aug 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Development; *Curriculum Evaluation; Economically Disadvantaged; Educational Assessment; *Educational Environment; Elementary Education; *Elementary Schools; Inner City; *Nontraditional Education; Parent Participation; Public Schools; *Urban Schools; Urban Youth; Values
IDENTIFIERS- Descriptive Method; *Learner Centered Instruction; *New York City Board of Education

A case study was done of Central Park East Elementary School (CPE 1), in New York City, a school with a reputation for extraordinary work with students and their families in a student-centered environment. The study includes an overview of CPE 1 culled from the school's descriptions of itself and other public documents; a descriptive narrative of life in CPE 1 based on observations in classrooms, staff meetings, and school functions as well as focused conversations with school staff, parents, and other interested observers of the school; and an analysis of themes that are essential cultural characteristics of the CPE 1 community. The study concludes that CPE 1 holds a consistent core of common values about the nature of humanity and the nature of knowledge and how it is constructed. These values give rise to a conception of teaching and learning that depends on an environment in which all learners are persistent program services and techniques. The second contains the papers on program governance and management, and youth and the labor market. The 10 papers and their authors are as follows: (1) "Effectiveness of Federally Funded Employment Training Strategies for Youth" (Thomas J. Smith and Michelle Alberti Gambone); (2) "Supportive Services for Youth" (Demetra Smith Nightingale, Barbara Cohen, and Pamela Holcomb); (3) "Structure and Sequence: Motivational Aspects of Programmatic Structure in Employment and Training Interventions for Disadvantaged Youth" (Catherine Higgins); (4) "Critical Skills for Labor Market Success: What Are They and How Can At-Risk Youth Acquire Them?" (Amy W. Johnson and Michelle Alberti Gambone); (5) "Schools-to-Work Transition: Failings, Dilemmas and Policy Options" (Richard H. de Lone); (6) "Coordination, Collaboration and Linkages" (Lawrence Neil Bailis); (7) "Performance Standards and Performance Management" (Alan Melchior); (8) "The Mission and Structure of National Human Resource Policy for Disadvantaged Youth: A Synthesis with Recommendations" (Andrew Hahn, Evelyn Ganzglass, and Gloria Nagle); (9) "Youth in the Nineties: Recent Trends and Expected Patterns" (Robert I. Lerman); and (10) "Youth and the Labor Market in the Nineties" (Harry J. Holzer). Each paper offers its own extensive references in some cases also appendixes. In addition, both volumes include a substantial bibliography that lists the extensive literature reviewed in the course of the project. (JB)

ED 355 311 UD 029 079

Burnett, Gary
Career Academies: Educating Urban Students for Career Success. ERIC/CUE Digest, Number 84.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.; This Digest is based on a paper prepared for the National Center of Research in Vocational Education, "Building the Middle."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Education; Cooperative Programs; Coordination; Curriculum Evaluation; Disadvantaged Youth; *Dropout Prevention; Educational Cooperation; *High Risk Students; High Schools; *Noncollege Bound Students; School Business Relationship; School Restructuring; Urban Schools; Urban Youth; Vocational Education; *Vocational High Schools
IDENTIFIERS- *Career Academies; ERIC Digests; *Peninsula Academies Program; Philadelphia School District PA

This ERIC Digest reviews the school restructuring tool of career academies serving the non-college bound student. The career academy movement began with the Electrical Academy in Philadelphia, Pennsylvania. The model was exported to California where it became the basis for the Peninsula Academies in the Sequoia Union High School District and from there the movement has spread nationally. Most career academies share a number of attributes: school-within-a-school format, voluntary student participation, broadly-defined career themes, integration of academic and vocational curricula, scheduling that keeps students together throughout the day and throughout the 3- or 4-year program, rigorous academic courses, work experience, high levels of involvement by local businesses, and outside funding from business and government sources. One of the strongest features of the academy model is its curricular

Chapter 1; National Education Goals 1990; Reform Efforts;
Status Reports

This report examines the Chapter 1 program's impact at school and classroom levels, strategic directions for Chapter 1 reauthorization, the larger context of school poverty as it influences Chapter 1 delivery, the operation and effectiveness of Chapter 1, and new directions for improving Chapter 1 in line with national reforms. How well Chapter 1 responds to Congress's intent in 1988 and adds to the educational progress of disadvantaged students is measured against the six National Education Goals. Part 1 compares high- and low-poverty schools in terms of their students' needs, school service delivery, and school outcomes to establish the context for how Chapter 1 is affected by the degree of school poverty. Part 2 describes current program funding and targeting, student participation and performance, instructional services, schoolwide projects, staff development, family involvement and Even Start, special service arrangements for students in religious schools and migrant children, student assessment and program improvement, and assistance for improved performance. Part 3 describes new policy directions as a framework for reinventing the program. Included are: 53 exhibits; 4 appendixes which contain a list of supplementary volumes to the first report of National Assessment of Chapter 1 Program, a list of studies conducted for the National Assessment, the statute requiring a national assessment of Chapter 1 and a list of independent review panel presenters. (RLC)

ED 355 330   UD 029 220

Statement of the Independent Review Panel of the National Assessment of Chapter 1.
PUB DATE- Feb 93
NOTE- 76p.; For a related document, see UD 029 219.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Programs; Guidelines; High Risk Students; Limited English Speaking; Low Achievement; Low Income Groups; Migrant Education; *Policy Formation; Poverty; Program Evaluation
IDENTIFIERS- *Hawkins Stafford Act 1988; *National Assessment of Chapter 1; National Education Goals 1990; Reform Efforts; Status Reports

The Independent Review Panel of the National Assessment of Chapter 1 recommends fundamental changes to the program, while endorsing its continuing vital role in meeting the special educational needs of poor and disadvantaged students. The program's focus on low-level basic skills, funding systems that discourage highest-level performance, money spread among too many districts and schools, and burdensome testing requirements that do not serve multiple purposes deter upgrading poor and low-achieving children's quality of education. The following 13 recommendations are provided: (1) reform the whole school emphasizing high standards and implementing new assessments; (2) emphasize higher-order skills and high standards for all students; (3) focus on outcomes and adopt new assessments to measure them; (4) the Federal Government should provide matching funds to states to help them implement the Panel's reforms; (5) intervene early and get parents involved in their being asked to meet the challenge of addressing the needs of special education and at-risk students along with "normal" students in the regular classroom. This paper examines how teacher education programs can assist in better preparing educators to meet this challenge and describes the use of collaboration skill training at Bowling Green State University (Ohio). Project RAISE (Rural America Institute for Special Educators) supported a preservice teacher training program in rural special education at the graduate level. The program paired veteran teachers with first-year novice teachers working together in carrying out cooperative planning, teaching, and evaluation. Both mentor and mentee were eligible to receive Masters Degrees upon completion of coursework. The primary emphasis of course content dealt with learning collaboration skills in order to enhance service delivery for rural special education. Brief descriptions of courses are provided. This model, while designed for special education, could easily be adapted for use in any preservice or inservice teacher training program. (Contains 12 references.) (LL)

ED 355 221 SP 034 377

Sudzina, Mary R.; Douvre, Sherrie Shugarman
Using Cooperative Learning To Teach "At Risk" Students.
PUB DATE- Feb 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Cooperative Learning; *Educational Benefits; *Educational Strategies; Education Majors; Elementary Secondary Education; Grouping (Instructional Purposes); *Group Structure; Higher Education; *High Risk Students; Preservice Teacher Education; Social Development; Teacher Education Curriculum; Teacher Educators

Cooperative learning emphasizes collaboration over competition and celebrates individual and group talents, cultures, and ideas. This paper presents a research-based overview of the academic advantages accruing to at-risk students involved in cooperative learning groups, suggests how teacher educators can equip preservice teachers with cooperative learning interventions that facilitate teaching at risk populations, and provides guidelines that illustrate how successfully to integrate diverse students into cooperative learning groups. Suggestions are given for structuring cooperative learning experiences to ensure that constructive and productive work is completed by each individual as well as by the group, simultaneously promoting group interdependence and individual accountability among students. Preservice teachers' initial perceptions and uncertainties about their participation in a cooperative learning course project are discussed and recommendations for overcoming potential snags and difficulties in preservice implementation are suggested. Comparisons between cooperative and traditional learning groups and key elements of cooperative learning are presented in tabular form. (Contains 26 references.) (LL)

ED 355 222 SP 034 383

Spencer, Ronald; Martin, Oneida

Examining Preservice Experiences through Journals.
PUB DATE- Nov 92
NOTE- 54p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Discipline; *Educational Experience; *Education Majors; Elementary Secondary Education; Higher Education; *Journal Writing; *Personal Narratives; Preservice Teacher Education; Qualitative Research; Student Attitudes; Student Journals; *Student Teaching; Teaching Methods
IDENTIFIERS- Preservice Teachers; Reflective Writing

The purpose of this study was to evaluate the experiences of 31 preservice teacher-education students attending Mississippi State University (Meridian) during their practice teaching as recorded in their journals. This study was qualitative and quantitative. A quantitative aspect of the study was the examination of journal entries for semantic choices that reflected positive (more positive than negative), neutral (a balance), or negative (more negative than positive) experiences. On the basis of this evaluation, journals were divided into categories. Twenty-six journals were positive, five were neutral, and one was negative. The journals were also examined for evidence of reflective thinking. Four areas of concern were identified: (1) relationship with classroom teacher; (2) discipline; (3) personal teaching skills and abilities; and (4) students. Insight into the personal reactions of preservice student teachers toward their practice teaching experiences can help to evaluate the success of their educational program and to evaluate their potential classroom successes and failures. An appendix lists keywords and descriptors used in journal analyses. (Contains 30 references.) (Author/SLD)

ED 355 240 TM 019 566

Bernacchio, Charles; Perry, Susan
Policy Implications for Early Intervention in Maine: A Three-Year Evaluation of Project Reach ME.
PUB DATE- 6 Nov 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Clinical Diagnosis; Disabilities; Early Childhood Education; *Early Intervention; Educational Cooperation; Educational Diagnosis; *Educational Policy; Evaluation Methods; Federal State Relationship; Longitudinal Studies; Outreach Programs; Program Evaluation; *Special Needs Students; *State Programs; Surveys; *Training
IDENTIFIERS- Maine; *Policy Implications; *Project Reach ME; Service Providers

A collaborative training initiative for promoting best practices in early intervention was evaluated as part of a statewide outreach grant funded by the Early Education Program for Children with Disabilities, U.S. Department of Education and conducted by the Maine Bureau of Children with Special Needs. Project Reach ME developed and conducted field-based training in early intervention practices using interactive television

Given the restructuring of curriculum and instruction and the changing state of assessment in Virginia and nationally, a study group of 22 Virginia teachers from elementary schools, middle schools, and high schools throughout the state chose to examine and revise their assessment practices. They wanted to reflect changes in thinking and practice in teaching that include active learning, cooperative learning, and critical thinking strategies. After 6 months of developing and implementing alternative assessments in their classrooms, study group members concluded that implementation strategies should include: (1) planning assessment as instruction is planned; (2) having a partner with whom to share ideas; (3) developing generic rubrics; (4) expecting to learn by trial and error; (5) attempting student peer assessment; and (6) using cooperative grouping for completing assessment tasks. In addition to findings in the areas of student achievement, student attitudes, instructional practice, and teacher effectiveness, 22 sample activities for alternative assessment with scoring rubrics and an 85-item bibliography are provided. Eleven tables illustrate the discussion. Seven appendixes contain technical details, a glossary, and criteria and recommendations for alternative assessment. (SLD)

ED 355 257 TM 019 598

Glowacki, Margaret L.; Steele, D. Joyce
A Synthesis of the Research on Alternative Assessment Methods in Teacher Education.
PUB DATE- Nov 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Classroom Techniques; Cost Effectiveness; *Educational Assessment; Higher Education; Literature Reviews; Multiple Choice Tests; Observation; *Rating Scales; Self Evaluation (Individuals); Simulation; Synthesis; Teacher Education; *Testing Problems; *Test Use; Time Management
IDENTIFIERS- *Alternative Assessment; Oral Examinations; *Performance Based Evaluation

This synthesis of research on alternative assessment methods in teacher education reviews literature on performance assessment, describing the various types of assessment discussed by M. Priestley (1982), including: (1) actual performance assessments (work-sample tests, identification tests, supervisor ratings, peer ratings, and self-assessments); (2) simulations (simulated performance tests, simulated identification tests, written simulations, and management exercises); (3) observational assessments (checklists, rating scales, and anecdotal records); and (4) oral assessment (oral examinations, interviews, and prepared presentations). The major problems identified in the use of performance-based assessments are those of time and cost. Some concern has been expressed that the domain covered by performance tests may be even more narrow than that assessed by multiple-choice tests. Many educators and researchers see the best assessment approach as the use of alternative assessments in conjunction with standardized multiple-choice tests. (Contains 38 references.) (SLD)

ED 355 258 TM 019 599

IDENTIFIERS- *Journal of Counseling Psychology

To determine trends in reporting test reliability, 88 articles addressing 188 instruments in 1980, 81 articles covering 205 instruments in 1985, and 67 articles assessing 195 instruments in 1990 in the "Journal of Counseling Psychology" were reviewed. Articles were examined for the way in which reliability was discussed and reported, and were grouped into the following categories: (1) calculation of reliability estimates for the sample; (2) calculations of the reliability estimates for the sample when the instrument was developed or modified by the researcher; (3) calculations of inter-rater reliability; (4) general acknowledgment of an instrument's reliability without any specific estimated mentioned; and (5) failure to report any kind of reliability estimates. As expected, during the last decade, the general discussion of reliability appeared to increase. In 1980 reliability reports were not given for 55 percent (104) of the instruments used, while in 1990, only 24 percent (47) did not report this information. While authors' tendencies to discuss reliability estimates are growing, the reliance on past estimates appears to be strong. Analysis suggests that fluid views of reliability appear to be increasing, but static views seem to be the prevalent perspective. An upward trend is seen in the calculation of sample reliability. It is hoped that the trend in reporting estimates of reliability for each sample will increase the clarity of findings by limiting confounding factors. (SLD)

ED 355 276 TM 019 630

Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination. Report to Congressional Requesters.

PUB DATE- Jan 93

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cost Estimates; Elementary Secondary Education; Estimation (Mathematics); *Expenditures; Multiple Choice Tests; National Competency Tests; *National Programs; National Surveys; *Program Costs; Questionnaires; Standardized Tests; *Student Evaluation; Testing Problems; *Testing Programs; Time Management

IDENTIFIERS- Alternative Assessment; General Accounting Office; *Performance Based Evaluation; United States

As the country began to debate the proposition that the United States adopt a national examination system, it became apparent that information was needed about the present extent and cost of testing, as well as the estimated cost of a national examination system. In the fall of 1991, the General Accounting Office (GAO) surveyed testing officials in all state education agencies and a random sample of U.S. school districts. The GAO received completed questionnaires from 48 states and 74 percent of the districts sampled. In 1990-91, U.S. students did not seem to have been overtested. Systemwide testing took approximately 7 hours per year for an average student, half in direct testing and half in related activities. The cost per student was approximately $15, including staff time and test time; and the typical test was a commercially-developed, four- or five-subject, multiple-choice standardized test. The GAO estimates the overall cost of systemwide testing in 1990-91 at $516 million. A single national multiple-choice test is estimated to cost approximately $160 million a year. A actors in the dramatic tension between the construction of personal meaning and public standards. This notion of teaching and learning is then translated into individually expressed norms for school and classroom activities and interactions. An appendix offers information on the descriptive review process used at CPE 1. Contains 14 references. (JB)

ED 355 294 UD 029 037

Blackburn, Clare
Improving Health and Welfare Work with Families in Poverty: A Handbook.
PUB DATE- 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Child Welfare; Economically Disadvantaged; Family Financial Resources; Family Health; Family Problems; *Family Programs; Foreign Countries; *Health Services; Poverty; *Poverty Programs; Program Evaluation; *Program Improvement; Public Policy; *Team Training; Welfare Recipients; *Welfare Services
IDENTIFIERS- Family Policy; United Kingdom

This book brings together sources of material on poverty and family health and makes it accessible to health and welfare teams working with families with young children. It draws on a wide range of disciplines and uses both "hard" and "soft" data to provide facts and figures and first-hand accounts of how poverty affects family health and family life. While the data are specific to the United Kingdom, program descriptions and recommendations apply equally to helping poor families in the United States. The book, referred to as a "team training handbook," follows an informal textbook designed to enable teams of individuals to work through it in several sessions. Each section of the handbook examines one of several key stages of learning and planning around poverty and family health. Section 1 is designed to facilitate user or team agreement about how to organize the learning and planning process. Section 2 provides a framework for examining how poverty is defined and explained. Section 3 helps to build knowledge of family poverty. Section 4 examines how poverty and its impact on families can be assessed. Section 5 covers the process of planning for change. Section 6 discusses the process of engaging with families in poverty. Section 7 looks at how to evaluate work with families in poverty. Section 8 provides a 69-item list of references and resources of family poverty grouped to refer to sections of the book. (JB)

ED 355 295 UD 029 042

Strodl, Peter
The Development of Social Communications Curricula: A Proposal and a Resource Compendium.
PUB DATE- Feb 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

and pedagogical coordination that integrates academic and vocational courses and allows collaboration between teachers. Most career academies emerged in urban districts and have served the disadvantaged population that is at risk of dropping out. The voluntary nature of the academies extends to faculty and staff. From the beginning, academies have benefited from a high level of business involvement. Career academies require a significant financial investment by school districts but the long-term benefits appear to outweigh the investments required. (Contains six references.) (JB)

ED 355 312 UD 029 080

Ascher, Carol; Burnett, Gary
Current Trends and Issues in Urban Education, 1993. Trends and Issues No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Disadvantaged Youth; Dropout Prevention; Educational Assessment; Educational Policy; *Educational Trends; Elementary Secondary Education; Equal Education; Heterogeneous Grouping; Minority Group Children; Multicultural Education; *Public Schools; School Choice; School Restructuring; Student Characteristics; *Urban Education

This paper reviews 1993 trends and issues in urban education in five sections. Following an introduction, the first section describes the economic conditions of today's diverse urban public school students and the way that poverty differentially affects various ethnic and racial student groups. A second section analyzes key educational policies affecting urban students: school choice, desegregation, magnet schools, and school finance. A third section reviews a variety of special programs for students disadvantaged by poverty, minority status, and/or disability. A fourth section reviews a group of linked practices that are in the midst of turmoil and change because they all seek to handle the growing diversity among students in a new way. This section covers testing and tracking, instructional practices for heterogeneous groups of students; student learning styles; and three popular models for school restructuring: Accelerated Schools, the School Development Program, and Success for All. A final section looks at the role of parents in educational reform. An author biography is included. (Contains 187 references.) (JB)

ED 355 313 UD 029 081

Ascher, Carol
Changing Schools for Urban Students: The School Development Program, Accelerated Schools, and Success for All. Trends and Issues No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

children's (and their own) education; (6) extend Chapter 1 services to all limited English proficient students; (7) improve targeting of high-poverty schools; (8) provide incentives for good teachers to serve highest-poverty schools; (9) provide professional staff development for all staff; (10) involve parents in all aspects of the school program and enhance their ability to support their children's attainment of academic standards; (11) pay for coordination of services to students; (12) make services for private school children more equitable and effective; and (13) improve aid to truly migratory children. (RLC)

The Effect of Teacher, Paraprofessional, and Peer Monitoring on Student Learning.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade 7; Grade 8; *Helping Relationship; Junior High Schools; Junior High School Students; Learning Activities; Learning Strategies; Outcomes of Education; *Peer Teaching; Positive Reinforcement; Research Needs; *Student Role; *Teacher Aides; *Teacher Role; Teaching Methods
IDENTIFIERS- *Monitoring

Teacher monitoring of seatwork and homework is viewed as an important instructional behavior that influences student learning. The literature suggests that monitoring can be equally successful utilizing other support systems, such as teacher aides and peer coaches. This study examines the effects of monitoring on student learning as provided by regular teachers, teacher aides, and peer helpers, and the effects of non-monitoring. Seventh-grade students (N=30) and eighth-grade students (N=13) were randomly selected from math classes and assigned to one of four groups. The first group was monitored by a teacher; the second group received peer assistance; in the third group students worked independently; and the fourth group was assigned to a paraprofessional. Data from pretests and posttests, daily grades, quiz grades, final test grades, and I.Q. scores were recorded, averaged, ranked, and compared within and between groups. A data summary indicates that achievement scores were the same whether students were monitored by teacher aides, peer coaches, or regular teachers, suggesting that peer coaches and paraprofessionals are a valuable resource for monitoring students' work. Little attention has been given to the nature of teachers' monitoring skills; further research should be conducted to identify effective monitoring behaviors. (LL)

ED 355 223 SP 034 384

Powell, Kathryn; Weaver, Erin
Perceptions of Characteristics of Candidates in Two Teacher Education Programs.
PUB DATE- Jan 93
NOTE- 12p.; Occasional broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Conventional Instruction; Early Childhood Education; *Education Majors; *Field Experience Programs; Higher Education; Nontraditional Education; *Personality Measures; Preservice Teacher Education; *Teacher Characteristics; *Teacher Effectiveness; *Teaching (Occupation)
IDENTIFIERS- Bibb County School District GA; Georgia College

An innovative field-based teacher education program was planned and implemented by the Georgia College School of Education and the Bibb County (Georgia) School System. A program goal was to establish a research base demonstrating that field-based models support teacher preparation better than do on-campus models. A study was conducted to describe and document students' perceptions of the characteristics they possessed as they broadcasts to introduce proven family focused programming strategies and team assessment approaches as well as a cadre of in-state practitioners to deliver on-site follow-up best practice early intervention training. The evaluation studied the underlying assumptions of the program model and its overall implementation through field observations, individual and group interviews, and document review. Mailed surveys, pre- and post-assessments, and informal reporting also provided data. Due to major modifications in the early intervention system in Maine, the project's results were summarized in a white paper to identify policy implications and raise questions about areas that will influence the availability of training in the future. The evaluation reveals mostly positive findings about the program. The examination of training implementation helps define a policy agenda for advancing best practices in Maine's early intervention system. (SLD)

ED 355 241 TM 019 568

Alternative Assessments in Practice Data Base. Project 1.2: Technical Assistance on Assessment Issues. Annual Report of Communication, Training and Dissemination Activities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Constructed Response; *Databases; *Educational Assessment; Elementary Secondary Education; Essay Tests; *Information Dissemination; Portfolios (Background Materials); Standardized Tests; State Programs; *Student Evaluation; Technical Assistance; Test Use
IDENTIFIERS- *Alternative Assessment; Alternative Assessments in Practice Data Base; *Performance Based Evaluation

The Center for Research on Evaluation, Standards, and Student Testing (CRESST) has developed an Alternative Assessments in Practice Data Base to support technical assistance needs and to promote the exchange of new assessment ideas. The database is designed to provide easy access and retrieval of information about ongoing and newly developed measures from across the country. It draws on the diverse assessment initiatives currently being implemented at local, state, and national levels as well as those of CRESST, curriculum and teacher groups, and other research and development providers. The new assessments being developed are alternatives to standard norm-referenced multiple-choice tests, such as essays and other constructed written responses, portfolios, exhibitions, demonstrations, and other performance measures. So far, the database consists of over 250 alternative assessments. Information for the database is collected through the New Student Asessments in Practice Protocol. The protocol contains: contact information; subject and topic area assessed; grade levels and student groups for which designed; cognitive skills assessed; response mode; administration context and requirements; characteristics of scoring; developmental status and available validity evidence; and availability. A protocol is included for each of the assessments in the areas of accounting-business, computer science, English-language arts, English as a Second Language, fine arts, foreign language, health-physical education, mathematics, science, social studies, work force readiness, integrated activities, and other. (SLD)

Bontekoe, Jon F.
The ACT as a Predictor of College Success at Trinity Christian College.
PUB DATE- 14 Dec 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; College Freshmen; Correlation; Course Selection (Students); Females; *Grade Point Average; Higher Education; High Schools; High School Students; Males; Predictive Measurement; *Predictive Validity; Predictor Variables; Sex Differences; *Test Validity
IDENTIFIERS- *American College Testing Program; *Trinity Christian College IL

This study assessed whether or not the American College Test (ACT) is a good predictor of college success for students at Trinity Christian College in Palos Heights (Illinois) for students entering as freshmen in the fall semesters of 1988, 1989, 1990, and 1991. The total population of 477 included 188 males and 289 females. ACT scores, high school grade point average (GPA), college GPA for the first two semesters, course credits attempted and earned, and other related data were taken from school records for 118 students in 1988, 117 students in 1989, 132 students in 1990, and 110 students in 1991. College GPA can be reasonably predicted from the ACT Composite range, and a breakdown of the six defined ACT ranges shows a distinct relationship between ACT success and success in college. This correlation is higher for females than for males. The correlation between high school GPA and college GPA is even higher than that between ACT scores and college GPA. High school GPA may be a more reliable predictor of college success than ACT composite scores. Twenty-six references are included. (SLD)

ED 355 259 TM 019 601

The Des Moines Plan for Student Success. Focus on Program Evaluation.
PUB DATE- Oct 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Compensatory Education; Delivery Systems; Early Intervention; Elementary Secondary Education; *High Risk Students; Inservice Education; Longitudinal Studies; *Mathematics Achievement; Parent Participation; *Program Evaluation; *Reading Achievement; *Remedial Instruction; School Districts; Urban Schools
IDENTIFIERS- *Des Moines Plan for Student Success; Des Moines Public Schools IA

The Des Moines (Iowa) Plan for Student Success provides an academic program for about 6,500 students having difficulty in reading/writing and/or mathematics in K-12. The Plan is a comprehensive kindergarten through grade 12 program with five components: (1) a Kindergarten Enrichment Program; (2) the Reading Recovery Program; (3) the reading/writing laboratory and instruction program; (4) the mathematics laboratory and instruction program; (5) the inservice component; and (6) a parent involvement component. It receives funding from several sources, including Chapter 1. Student growth in reading is decentralized system of clusters of states, with each cluster using different performance-based tests, as advocated by the National Council on Education Standards and Testing, is estimated to cost approximately $330 million a year. Recommendations are made for congressional consideration before implementing a national examination system. Twelve tables, 9 figures, 5 appendixes containing details about the survey process and results, a 14-item glossary, and a 31-item bibliography are provided. (SLD)

ED 355 277 TM 019 631

Snyder, Thomas D., Ed.
120 Years of American Education: A Statistical Portrait.
PUB DATE- Jan 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Attainment; *Educational History; Educational Trends; Elementary Secondary Education; *Graphs; Higher Education; Institutional Characteristics; *National Surveys; *Population Trends; *School Statistics; *Tables (Data); Trend Analysis; United States History
IDENTIFIERS- National Center for Education Statistics

This compilation aggregates all relevant statistics about the history of the U.S. educational system into one convenient book. The statistical surveys of what is now the National Center for Education Statistics date from 1870. The level of detail in the surveys by this office gradually increased until, by 1920, the statistical program included a detailed breakdown of public school expenditures by purpose and of higher education income by source of funds. Expansion has continued through the new national surveys of recent years. Chapters review education characteristics of the U.S. population over the years; and the status of elementary school, secondary school, and higher education in U.S. history. Twenty-one figures illustrate trends in: (1) enrollment; (2) level of schooling completed; (3) income of graduates; (4) attendance; (5) teachers; (6) student-to-teacher ratios; (7) numbers of high school graduates; (8) sources of revenue; (9) expenditures; (10) graduates from higher education; (11) revenue sources for higher education; and (12) expenditures in higher education. Thirty-five tables present information grouped by population, elementary and secondary education, and higher education. Two appendixes contain tables which provide information about the state of the nation's economy in the 20th century. (SLD)

ED 355 278 TM 019 632

McInerney, Dennis
Indigenous Educational Research: Can It Be Psychometric?
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Geelong, Victoria, Australia, November 22-26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Cross Cultural Studies; Cultural

(070),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Asian Americans; Black Students; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Hispanic Americans; *Interpersonal Competence; *Multicultural Education; Racial Relations; *Social Cognition; Social Differences; Urban Education; Urban Problems; *Urban Schools; White Students
IDENTIFIERS- *Multicultural Materials

The difficulties of social complexity in discipline in large urban schools and other multiethnic schools may be treated as a resource for curriculum. This paper describes social communications curricula, strategies for their development, their usefulness particularly in large multiethnic urban schools, and a list of resources. The first of three parts discusses the rationale for social communications curricula, arguing that there can be such differences in cognitive ordering of shared experiences and differing expectations for and perceptions of behavior that social communications instruction can help students to cross cultural boundaries to deal with others who think differently from themselves and to help students benefit from school. The second part includes an abstract of some skills that may be developed within urban and multiethnic public schools including content and knowledge learning experiences, understandings derived through combinations of content learning and simulation experiences, and skills learned by students through group simulation and group process activities. The third part is a 59-item annotated bibliography concerning the development of social communications curricula at grade levels kindergarten through grade 12 under the following 4 headings: (1) multicultural curricula and other curricula; (2) resources that may be adapted to appropriate grade levels or adapted from other fields for use in public schools; (3) activities or literature that may be adapted for instructional activities; and (4) theoretical information that may be important in developing various ideas contained within the curricula. Contains 25 references. (JB)

ED 355 296 UD 029 044

Braddock, Jomills Henry, II; Slavin, Robert E.
Why Ability Grouping Must End: Achieving Excellence and Equity in American Education.
PUB DATE- Sep 92
NOTE- 24p.; Paper presented at the Common Destiny Conference at Johns Hopkins University (Baltimore, MD, September 9-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Access to Education; Delinquency; Educational Discrimination; Elementary Secondary Education; *Equal Education; Longitudinal Studies; *Minority Groups; National Surveys; Nondiscriminatory Education; School Desegregation; Self Esteem; *Student Placement; Thinking Skills; *Track System (Education)
IDENTIFIERS- National Education Longitudinal Study 1988; Reform Efforts

This review of research focuses on policies and practices that result in placing students in groups that are more or less homogeneous with respect to academic performance. Recent analysis of data from the National Education Longitudinal Study

Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; Educational Assessment; *Educational Change; Educational Finance; Educational Improvement; Elementary Secondary Education; Minority Group Children; Models; *School Restructuring; *Urban Schools; Urban Youth
IDENTIFIERS- Accelerated Schools; *Reform Efforts; School Development Program; Success for All Program

This paper highlights three models for implementing local restructuring of schools: James Comer's School Development Program; Robert Slavin's Success for All; and Henry Levin's Accelerated Schools. These models have been among the more popular models for restructuring schools in poor, predominantly minority neighborhoods with traditionally low-achieving students. Separate sections describe and analyze each of these programs individually. Further sections address important issues and themes common to all the programs. One of these sections discusses evaluation and assessment issues of both programs and students. A further section looks at the three models from the viewpoint of traditional assessments. A discussion of what causes improvements in learning notes that: Comer's model is based on healing conflicts and creating an ethos that fosters identification and bonding and a community of trust; Slavin's model is more heavily cognitive; and Levin's format calls for active, intelligent participation of all members. Final sections review resources and costs for the various programs, and efforts at replication. An author biography is included. (Contains 49 references.) (JB)

ED 355 314   UD 029 082

Lewis, Anne
Helping Young Urban Parents Educate Themselves and Their Children. ERIC/CUE Digest, Number 85.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Black Youth; *Disadvantaged Youth; *Early Parenthood; *Economically Disadvantaged; Elementary Secondary Education; Low Income Groups; Minority Groups; *Mothers; One Parent Family; Parent Education; *Parent Participation; Parent School Relationship; Preschool Education; Urban Problems; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans; ERIC Digests; Language Minorities

This ERIC Digest reviews research data on young urban, low income, and often minority parents and their involvement in schooling for themselves and their children. A look at the demographics of this subgroup shows that families headed by single teenage mothers comprise the fastest growing category of family groups, particularly among African Americans. Consequences of early childbearing often include not finishing school, reliance on welfare services, and decreased school readiness for their children. Some research on repeating patterns of low education achievement and early pregnancy suggests that school cultures may be a barrier to breaking that cycle. A review of traditional programs to enhance parent participation looks at five typical types of programs and discusses the challenges of making these effective. Research on early intervention shows that parents' involvement tends to be entered the field-based program in an attempt to understand the behaviors exhibited by these students (N=20), particularly how these behaviors differed from behaviors of campus-based teacher preparation students (N=18). Data were derived from open-ended information forms completed by both groups and from audiotaped interviews with future teachers, on-site instructors, and the campus liaison. Consistent with the literature, both groups were interested in human service, had a love of and desire to work with children, and viewed the caring aspects of teaching as more important than the academic role. Themes identified through data analysis did not reveal clearly stated differences in the perceptions of the two groups of future teachers who, in fact, were more similar than different. There was some evidence to suggest that field-based future teachers were more confident in their abilities to become effective teachers. A copy of the 12-item descriptive information survey form is appended. (Contains 30 references.) (LL)

ED 355 224 SP 034 385

Baker, Thomas E.; Andrew, Michael D.
An Eleven Institution Study of Four-Year and Five-Year Teacher Education Program Graduates.
PUB DATE- Feb 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Practices; Elementary Secondary Education; Extended Teacher Education Programs; Graduate Study; *Graduate Surveys; Higher Education; Institutional Research; Job Satisfaction; Preservice Teacher Education; Program Evaluation; Self Efficacy; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Education Programs; *Teacher Effectiveness; Teacher Persistence; Teacher Qualifications; *Teaching (Occupation)

This paper reports and discusses some of the results of a comprehensive survey of approximately 3,000 1985-90 graduates of 11 teacher education programs in the Northeast, Southeast, Midwest, and Southwest. Forty-nine percent graduated from 4-year programs, 36 percent from integrated 5-year programs, and 14 percent from fifth-year (graduate only) programs. A primary objective of the study was to assess graduates' academic qualifications, perceptions of teacher preparation programs, career commitment, job satisfaction, current practice, leadership positions, and perceived performance relative to colleagues. A second important objective was to investigate possible differences between graduates of 4- and 5-year programs. Results suggest that these recent graduates are academically well prepared, are highly regarded by their principals, have a strong commitment to teaching, favor nontraditional teaching methods, and have a strong sense of efficacy. Graduates of 5-year programs are more likely to remain in teaching, to say they plan to be teaching in 5 years, and to say they would choose teaching again. Five-year graduates are also more likely to have served as a curriculum developer, and they report greater discouragement over lack of time to work with colleagues. Analysis by institution indicates that principals' ratings are highest for graduates of integrated 5-year programs. A list of participating institutions, a map of their distribution, and a copy of the

ED 355 242 TM 019 570

Bobbett, Gordon C.; And Others
How Meaningful Are Report Cards on Schools?
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992). For the earlier study of which this is an extension, see ED 352 417.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Institutional Characteristics; *Outcomes of Education; *Predictor Variables; School Districts; *School Statistics; State Surveys; Student Evaluation
IDENTIFIERS- Evaluation Reports; *Tennessee; *Tennessee Comprehensive Assessment Program

In 1991, the investigators completed a series of studies of data on Tennessee's 1988-89 school district report cards. The relationships among eight variables (average attendance, professional salaries, county per capita income, expenditure per student, average daily membership, percentage of oversized classes, percentage of students on free or reduced lunch programs, and percentage of educators on upper career ladder levels) were examined in relation to student outcomes. In 1990-91 Tennessee brought "on line" its new Tennessee Comprehensive Assessment Program (TCAP), thereby creating a new set of outcome measures. The 1990-91 report cards also added more school characteristics, which in turn enabled the investigators to expand their analyses from 8 to 15 variables. This report extends the previous study to the 1990-91 year and the new variables are as follows: (1) number of schools in the district; (2) percentage of enrollment change; (3) percentage of regular diplomas awarded; (4) percentage of honors diplomas awarded; (5) percentage of vocational students; (6) percentage of special education students; and (7) percentage of Chapter 1 students. Even with the added variables, Tennessee school district report cards do not appear to tell enough about what influences student achievement to enable policymakers to improve education in the state and local communities. Building-level data do appear to be more useful than district-level data for use in report cards. Ten tables present study findings, and one bar graph illustrates the influence of the variables. (SLD)

ED 355 243 TM 019 574

Petry, John R.; And Others
Validation Study and Recommendations of a Performance Standard for the Educational Leadership Test for Principal Licensure in Tennessee. Executive Report and Technical Report.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 30 Oct 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cutting Scores; Elementary Secondary Education; Employment Qualifications; Instructional Leadership; Knowledge Level; *Licensing Examinations (Professions); Minimum Competency Testing; Occupational Tests; *Performance; *Principals; Public Schools; State Programs; *State Standards;

evaluated annually with the Silver Burdett-Ginn end-of-level tests. About one-third of participants are on grade level by the end of a year of the Plan. All grade levels showed significant gains between 1991 and 1992. Students in some grade levels are also making more than a year's growth in a year's time in mathematics. Longitudinal studies are being conducted with 2,334 students in reading/writing and 1,993 students in mathematics since the 1987-88 school year. In all areas and levels, at least 30 percent of the students no longer met criteria for the Plan by the spring of 1991. The district plans to extend the Reading Recovery Program to six more schools and to provide alternative delivery systems for the laboratories. The inservice component will be reviewed, and alternatives and options will be developed to minimize classroom absences. Fourteen tables and 14 figures provide information about the study participants. (SLD)

ED 355 260 TM 019 602

Downs, Karen M.; Wagner, Mervyn K.
The Individualized Quality of Life Scale (IQOLS): Psychometric Properties and Comparative Population Norms.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Cancer; *College Students; Comparative Testing; Higher Education; Life Events; Life Satisfaction; *Patients; *Psychometrics; *Quality of Life; Questionnaires; *Rating Scales; Scores; Test Norms; *Test Reliability; Well Being
IDENTIFIERS- *Individualized Quality of Life Scale

The Individualized Quality of Life Scale (IQOLS) is a two-component scale designed to measure the quality of life (QOL) of cancer patients. The two components are the patient's satisfaction with 14 different life areas and the importance of the life areas to the individual. By combining the two components, an overall QOL score can be obtained that is sensitive to the individual's subjective appraisal of the life areas. To obtain normative data and information about the reliability of the measure, data were collected from 59 general cancer patients, both inpatient and outpatient, 38 cancer patients at a Veterans'Administration hospital, and 130 college psychology students. To study test-retest reliability, some of the subjects were readministered the questionnaire after approximately 4 weeks. It was found that while the IQOLS discriminated between both cancer groups and the students at the p less than 0.10 level of significance, the satisfaction scores alone (without inclusion of the importance scores) yielded more significant differences. These findings are discussed and an analysis of important data is provided. Four tables present study findings. (SLD)

ED 355 261 TM 019 603

Diefenbach, Michael A.; Weinstein, Neil D.
Assessing Perceptions of Health Risk Susceptibility.
PUB DATE- Aug 91
NOTE- 16p.; Poster presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA,

Awareness; *Culture Fair Tests; *Educational Research; Ethnic Groups; Foreign Countries; *Indigenous Populations; Parents; *Psychometrics; *Research Methodology; Secondary Education; Secondary School Students; Student Motivation; Test Norms
IDENTIFIERS- Australia (New South Wales); *Koori People; *Navajo (Nation); United States

Educational research among indigenous peoples has often been flawed. Many studies on achievement motivation, cognitive development, and learning styles have failed to establish that the behaviors and responses being measured were functionally, conceptually, or metrically equivalent to those from which norms for comparison were drawn, and that the constructs and tools used were culturally appropriate. Earlier psychometric research was so narrowly focused on measuring the status of indigenous groups against Western norms that the importance of investigating other culturally relevant aspects was neglected. As a consequence, psychometric research (especially that carried out by outsiders) fell into disfavor and disrepute among indigenous groups. Appropriate use of psychometric research for eliciting culturally valid and useful information for indigenous communities is described, calling on continuing research with Koori (Australian aboriginal) and Navajo (American Indian) communities. Research designs that assume that constructs and instruments used are universal, with equal meaning for all cultures (ETIC approach), and those that study behavior from within one cultural system (EMIC approach) both have some shortcomings. A combination ETIC/EMIC model was applied to the study of how approximately 100 Koori parents conceptualize education and the underachievement of their children, and dimensions of motivation among 496 Koori secondary school students in New South Wales (Australia) and 529 Navajo high school students. The methodology, including use of Koori and Navajo research assistants, ensured that the communities had ownership of the research, and demonstrated the usefulness of psychometrics in understanding indigenous educational issues. Three flowcharts illustrate the methodology. (Contains 27 references.) (Author/SLD)

ED 355 279 TM 019 633

Lim, Tock Keng
A Study of the Constructs of Concrete and Formal Operational Reasoning in Adolescents.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Development; Chinese; *Concept Formation; English; Ethnic Groups; Family Environment; Foreign Countries; *Formal Operations; Language Proficiency; Limited English Speaking; *Piagetian Theory; Secondary Education; *Secondary School Students; Sex Differences; *Thinking Skills
IDENTIFIERS- Concrete Operations; Raven Progressive Matrices; Shayer Science Reasoning Task; *Singapore

The constructs of concrete and formal operational reasoning were examined in 459 15-year-old secondary school students (234 males and 225 females) in Singapore. Log linear models were used to explore the relationships between Piagetian level of reasoning, the level of intelligence, gender, and type of home-speaking environment among these adolescents. Instruments used of 1988 provides the largest and best-controlled multi-year study of ability grouping ever conducted (Braddock and Slavin). The outcomes of scores of studies have been similar, and these outcomes are discussed in the following categories: (1) opportunities to learn; (2) ability grouping and achievement; (3) ability grouping and segregation; (4) ability grouping and intergroup relations; (5) ability grouping, self-esteem, and feelings of inferiority; (6) ability grouping, delinquency, and dropouts; and (7) alternatives to ability grouping. Ability grouping must end because it is ineffective, harmful to many students, and damaging to interracial relations and democratic society. Effective and practical alternatives exist. Public schools must provide more equitable access to learning opportunities that develop reasoning, inference, and critical thinking skills. Major school restructuring will be necessary to develop the needed alternatives. A 71-item list of references is included. (SLD)

ED 355 297 UD 029 056

Florez, John; And Others
A Progress Report to the Secretary of Education from the President's Advisory Commission on Educational Excellence for Hispanic Americans. White House Initiative on Educational Excellence for Hispanic Americans.
PUB DATE- 12 Oct 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Advisory Committees; Agency Role; Demography; Early Childhood Education; *Educational Objectives; Elementary Secondary Education; Equal Education; *Excellence in Education; Federal Programs; Futures (of Society); Government Role; *Hispanic Americans; Postsecondary Education
IDENTIFIERS- America 2000; Hispanic American Achievement; *Hispanic American Education; Hispanic American Students; National Education Goals 1990; Progress Reporting

The President's Advisory Commission on Educational Excellence for Hispanic Americans was established by the 1990 Executive Order 12729 to advise the Secretary of Education on how to promote quality education for Hispanic Americans. The Commission is also responsible for providing advice to the Secretary on the progress of Hispanic Americans toward the achievement of the National Education Goals; assisting in establishing linkages among public and private educational institutions, government, the private sector, and Hispanic communities for improving education; and providing advice on ways to increase private sector and community involvement in improving education. Using available measures and indicators the Commission found that Hispanic Americans are failing to meet the National Education Goals and are progressing more slowly than other groups. The sources of information reviewed by the Commission included: data on major issues and citizen concerns; information on the participation of Hispanic Americans in nearly 600 education and education-related federal programs, special initiatives directed toward advancing educational excellence for Hispanic Americans; and demographic, socio-economic, and health profiles. The progress report covers the following topics: (1) a snapshot of the status of Hispanics in relation to the National Education Goals; (2) the Commission's ongoing efforts to assemble and examine relevant information and expert greater in the early years of their children's lives and that programs like Head Start are becoming more family centered and are advocating family literacy and other goals. Other innovative strategies center on schools' roles in decaying urban communities to create "social capital in the community." Several such programs are described. Programs for multilingual families are also noted. Twenty-two references are included. (JB)

ED 355 315 UD 029 084

Meier, Kenneth J.; And Others
Race, Class, and Education: The Politics of Second-Generation Discrimination.
PUB DATE- Feb 90
NOTE- 205p.; A publication in the La Follette Public Policy Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; *Black Students; Civil Rights; Educational Change; *Educational Discrimination; Elementary Secondary Education; Equal Education; Minority Groups; Nondiscriminatory Education; *Political Influences; Politics of Education; Public Policy; Racial Differences; *Racial Discrimination; Student Placement; *Track System (Education)

This book explores how the use of academic grouping and tracking can limit the educational opportunities available to black students. Equal educational opportunities are examined for 174 U.S. school districts with at least 15,000 students and a 1 percent black enrollment. The focus is on political forces that affect education. The analysis indicates that patterns of racial difference in the sorting practices of schools form a consistent pattern of action that is termed second-generational educational discrimination. How these policies developed is reviewed. The following changes in public policy are needed to provide equal educational opportunities for black students: (1) abolishing at-large school districts to increase opportunity for minority representation; (2) increasing the number of black teachers; (3) making the Federal Office for Civil Rights an aggressive civil rights action agency; (4) empowering the Equal Employment Opportunity Commission to release data on racial employment by school district; (5) reevaluating academic grouping; and (6) banning corporal punishment. Results of the analysis are presented in 44 tables and 4 figures. Appendix A, Statistical Analysis, contains an additional 14 tables. Appendix B lists the school districts included in the analysis. A 379-item bibliography is attached. (SLD)

ED 355 316 UD 029 086

Hopson, Darlene Powell; Hopson, Derek S.
Different and Wonderful: Raising Black Children in a Race-Conscious Society.
PUB DATE- 90
NOTE- 264p.; Foreword by Alvin F. Poussaint. First Fireside Edition, 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; Adolescents; Black Culture;

survey instruments are appended. (Contains 19 references.) (LL)

ED 355 225 SP 034 386

Dana, Nancy Fichtman; Floyd, Deborah Martin
Preparing Preservice Teachers for the Multicultural Classroom: A Report on the Case Study Approach.
PUB DATE- Feb 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Objectives; *Case Studies; Constructivism (Learning); *Cooperative Learning; *Cross Cultural Training; *Cultural Awareness; Education Courses; Elementary Education; Elementary School Teachers; Group Discussion; Higher Education; *Multicultural Education; Preservice Teacher Education; Social Bias; Special Education; *Student Teacher Attitudes
IDENTIFIERS- *Case Method (Teaching Technique); Preservice Teachers; Reflective Writing

This study was designed to combine the voices of advocates for a multicultural teacher education curriculum with the voices of advocates for the case study method in order to explore the possibilities of addressing multicultural issues in preservice teacher education coursework. To examine how preservice teachers make sense of diversity through discussion of a case study, a case was presented and discussed with 4 classes of 20 to 30 student teachers, organized into cooperative learning groups. The case, read aloud to the class, described a learning disabled child and contained contextual information regarding the child's cultural background. Preservice teachers recorded their reactions individually; cooperative groups created concept maps followed by role play based on the relationships of characters in the case. Data were derived from document analysis of pre- and post-case discussion reflections written by students in the class. The research concludes that discussion of a case with peers may provide an opportunity for preservice teachers to examine their beliefs, subjectivities, and biases and to understand how those subjectivities and biases affect how they perceive teaching and learning situations. This in turn may lead to a heightened sensitivity toward cultural diversity and how cultural diversity translates into many facets of schooling. (Contains 57 references.) (LL)

ED 355 226 SP 034 387

Naylor, David; And Others
A Comparison of Academic Performance of Special Education Students and Early Childhood/Elementary Education Students on Specific General Education Courses.
PUB DATE- Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Graduates; College Students; Comparative Analysis; Early Childhood Education; *Education Majors; Elementary Education; Higher Education;

Testing Programs; Test Items; *Test Validity
IDENTIFIERS- *Educational Leadership Test; Standard Setting; Subject Content Knowledge; *Tennessee; Validity Research

Several tests available from the Educational Testing Service (Princeton, New Jersey) have been used or are candidates for use by the Tennessee State Department of Education as initial public school personnel licensure endorsement area tests. The first of the two reports contained in this document (i.e., the Executive Report) describes a study of one of these tests, namely, the test of Educational Leadership. The study's purpose was threefold: (1) to determine the test's validity as a measure of knowledge, academic skills, and abilities required for specific initial licensure of principals in Tennessee; (2) to recommend a minimum qualifying score for applicants who would take the test if it was declared valid for use in Tennessee; and (3) to ascertain the relationships between the 145 test items and a group of 15 competencies required of principals working in Tennessee. A panel of 13 teacher education institutional personnel reviewed test content; 20 local school district staff members assessed test item job relevance; and a separate committee of nine educational and lay representatives reviewed responses to make a decision on test validity and a recommendation of a minimum qualifying score. The test was judged valid for use in principal certification, with a specific minimum qualifying score of 500. Three appendixes list committee members, summarize validity data, and list the recommendations per test item. Following this report, the Technical Report presents the rationale for the following study parameters: (1) research design and procedures; (2) functions of the evaluating panel of 33 educators; (3) functions of the 9-member Standards Committee; (4) organization of the panels; (5) formation of the panels; (6) preparation for panel meetings; (7) data collection; (8) selection and meeting of the Standards Committee; and (9) data on panel responses. A concern of professional educators is to conduct similar periodic reviews of all tests required for licensure in Tennessee to ensure that recently created and revised tests are analyzed for job relevance. Six tables present data from the study. Eight appendixes describe the test's content and provide instructions for, overviews of, and materials concerning tasks to be performed by members of the Content Review Panel, the Job Relevance Panel, the Knowledge Estimation Panel, and the Standards Committee. (SLD)

ED 355 244 TM 019 579

Petry, John R., Ed.; And Others
Mid-South Educational Research Association Proceedings (21st, Knoxville, Tennessee, November 11-13, 1992).
PUB DATE- Nov 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; *Conferences; Educational Improvement; Educational Practices; *Educational Research; Elementary Secondary Education; Higher Education; Outcomes of Education; Student Evaluation; Teacher Education; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Mid South Educational Research Association

The Mid-South Educational Research Association is a non-profit organization that exists to encourage quality educational research in the mid-south and to promote the applications of such research in the schools. These proceedings contain

August 15-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Comparative Testing; Correlation; Health; Higher Education; *Rating Scales; Risk; Scaling; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Health Risk Appraisal; *Health Risk Susceptibility

How the susceptibility perceptions of diverse health risks are reflected in a variety of commonly used likelihood scales (dichotomous, 5-point, 7-point, 9-point, 11-point, and 100-point scales) was examined. Undergraduates (N=103) were asked to rank 12 health risks in the order of likelihood that each problem would happen to them (direct ranking). Then, each risk was evaluated on each scale for derived rankings. Students also evaluated each scale (subjective evaluation). In all three ratings, the seven-point scale performed best, with no advantage in scales with more choices. Overall, the differences were small. The five- and seven-point scales were preferred by participants and did not result in fewer correlations. Five figures illustrate the scales and the agreement of scale rankings. (SLD)

ED 355 262 TM 019 604

Peterson, Ken; And Others
Orientation Materials for Portfolio and Panel Review Evaluation of Community-Based Youth at Risk Programs Project Portfolio Design and Portfolio Panel Review Guide.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 15 Dec 92
NOTE- 20p.; Support also received from the National 4-H.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Community Programs; Disadvantaged Youth; Elementary Secondary Education; Evaluation Methods; Guides; *Orientation Materials; *Portfolios (Background Materials); *Program Evaluation; Social Action; *Youth Programs
IDENTIFIERS- 4 H Programs; Department of Agriculture; Kellogg Foundation; *Panel Reviews

Two documents are presented that were used to organize, create, and review portfolio evaluations of 93 community-based social action programs sponsored by the National 4-H, the U.S. Department of Agriculture, and the Kellogg Foundation. The first document, "Project Portfolio Design," was used to direct local program leaders to assemble portfolios. The second document, "Portfolio Panel Review Guide," was used to direct 45 panelists in their review of the submitted portfolios 5 months later. The Youth at Risk programs provide school-age child care and education, reading and science literacy programs, and coalitions for high-risk youth. The combination of 93 programs makes an interesting evaluation problem because of the range of designs and variety of approaches. Portfolios permit local projects to tell their stories by including materials and evidence in a compact format. As a second part of the evaluation design, review panels provide the judgment necessary to use the information in the portfolios. (SLD) were the pendulum task of Shayer's Science Reasoning Task and Raven's Advanced Progressive Matrices. The formal operational level is associated with a higher level of intelligence and English-speaking homes, and has gender differences in favor of the males. It is possible that students from Chinese-speaking homes may not have comprehended the questions fully. More research is needed to address this problem. Three tables present study findings and analysis results. (SLD)

ED 355 280 TM 019 634

Aschbacher, Pamela R.
Issues in Innovative Assessment for Classroom Practice: Barriers and Facilitators. Project 3.3: Alternative Assessments in Classroom Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Educational Assessment; Educational Change; Educational Innovation; *Elementary School Teachers; Elementary Secondary Education; Humanities; Mathematics; Portfolios (Background Materials); School Surveys; *Secondary School Teachers; Social Studies; *Student Evaluation; Test Construction; Testing Problems
IDENTIFIERS- *Alternative Assessment; Center for Research on Eval Standards Stu Test CA; *Performance Based Evaluation

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) has been laying the groundwork to explore fundamental questions of the implementation of alternative assessment. The CRESST has been working collaboratively with school practitioners to help them implement performance assessment strategies so that the CRESST could better understand the implementation process and investigate barriers and facilitators to assessment innovation. CRESST methods are described, findings are discussed, and some examples are presented of the performance assessment materials developed by study participants. At a variety of sites, alternative assessment was studied in social studies, the humanities, and mathematics. A generic survey (15 teachers and administrators from 3 schools) and a specialized survey (11 teachers in a portfolio project and 7 teachers in a journal project) provided data about the implementation of performance assessment. Conclusions about barriers and facilitators of implementation are summarized. Overall, teachers and administrators saw positive effects from alternative assessment. Four appendixes contain two teacher surveys, a summary of impact and implementation findings, and four examples of alternative assessments. Four figures illustrate survey findings. (SLD)

ED 355 281 TM 019 637

Mittag, Kathleen Cage
Scale-Free Nonparametric Factor Analysis: A User-Friendly Introduction with Concrete Heuristic Examples.
PUB DATE- Jan 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

opinion; (3) an analysis of the challenge faced by the nation in providing Hispanics with a quality education; (4) a statement of the Commission's vision for the major education-related themes it is addressing, including greater parental involvement and educational partnerships; and (5) finally, the Commission's proposed next steps for carrying out its responsibilities in support of educational excellence for Hispanic Americans and for increasing accountability in both governmental and the educational community to ensure that appropriate progress is made. An appendix contains two exhibits: an inventory of education and education-related federal programs with Hispanic American participation; and demographic, socio-economic, and health profiles of Hispanic Americans. (AA)

ED 355 298 UD 029 058

Strodl, Peter
A Study of Multicultural Approaches to School: Functional Differentiations among Ethnic Students in Five Multiethnic Middle Schools.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Asian Americans; Black Students; Educational Environment; *Ethnicity; Hispanic Americans; Intermediate Grades; Junior High Schools; *Junior High School Students; *Middle Schools; *Multicultural Education; *Organizational Climate; Social Cognition; *Student Attitudes; Urban Schools; Values; White Students
IDENTIFIERS- Hispanic American Students; *Middle School Students; Rokeach Value Survey

A study was done to investigate the coupling of perceptions of organizational climate together with the values of students in a multiethnic middle school. The study used data on cultural variables and information on perceptions of organizational climate and values priorities of 617 students from different ethnic groups (Black, White, Hispanic, Oriental, and other) responding to 2 questionnaires, the Elementary and Secondary Environment Index and the Rokeach Values Survey. A discriminant analysis was used to determine how these aspects functioned together in the minds of students from each ethnic group. Discriminant analysis was used to predict group membership based on certain response patterns. These patterns were successful in predicting ethnic group membership 61.4 percent of the time. Findings indicate that students have very different perceptions of middle schools to the extent that they seem to be having different experiences entirely. In particular, Hispanic students look forward to the future as independent adults, but White and Oriental students do not; Black students are not as crisis oriented as are Hispanic students; Oriental students are much less spontaneous than are White students; and White students are much less practical than are Oriental students. Contains 24 references. (JB)

ED 355 299 UD 029 059

Liberty Partnerships Program. Annual Report, Program Year 1991-92.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

*Black Family; Black Youth; Child Development; *Child Rearing; Children; Family Life; Parent Child Relationship; *Parent Role; Racial Bias; Racial Discrimination; *Racial Identification; *Self Concept; Social Influences
IDENTIFIERS- African Americans

This book offers practical guidance to black parents on how to raise children with positive racial identities and self-identities. Part 1 explains the development of racial identity in the various phases of childhood as it is fostered in the family. Part 2 discusses how to help children navigate the larger world during the school years and beyond. Throughout the book, the authors use the image of a garden for the family. In part 1, chapter 1 discusses black parenthood and the importance of being able to talk about racism with children. Chapter 2 looks at building self-image and self-esteem. Chapter 3 describes modeling and reinforcement. Chapter 4 explores the importance of communication. Chapter 5 reviews racial images in the family. Chapter 6 discusses issues particular to infants and toddlers. Part 2 begins with chapter 7 on racial identity and the school-age child. Chapter 8 discusses adolescence as the crossroads of the garden path. Chapter 9 discusses coming of age, including the roles of the church, community organizations, informal support, and relating to other races and ethnic groups. Contains a resource guide and a 22-item bibliography. (JB)

ED 355 317 UD 029 087

Riddle, Wayne
Chapter 1, Education for Disadvantaged Children: Reauthorization Issues. CRS Issue Brief. Updated.
PUB DATE- 8 Dec 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Admission Criteria; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Programs; *High Risk Students; Parent Participation; Policy Formation; *Program Improvement; Remedial Programs; Resource Allocation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Formula Funding; Hawkins Stafford Act 1988; Policy Issues; *Reauthorization Legislation

This review of the key issues likely to surround the reauthorization of Chapter 1 covers allocation formulas, selection of schools and students, fiscal issues, and accountability. As Chapter 1 is the largest federal elementary and secondary education program, with appropriations of over $6.1 billion in fiscal year 1993, a concern of reauthorization will be how to more systematically identify key elements of the most effective programs, disseminate information about them, and provide additional incentives to adopt more effective policies and practices. Interest in modifications of allocation formulas has centered primarily on changes in the most recent census figures, which show different distributions nationally of poor children. Debate over reauthorization is also likely to focus on the most efficient methods of regulating local projects, methods that would assure accountability while providing flexibility to grantees to implement effective programs. In addition, in reauthorizing Chapter 1, Congress may consider ways in which parental involvement in the education of disadvantaged children can be enhanced without adopting

*Intellectual Disciplines; Preservice Teacher Education; *Required Courses; Special Education

A study was conducted to determine if significant differences existed in academic performance in general studies courses between students who received degrees in special education and students who received degrees in early childhood/elementary education. Subjects (N=284) were students who received a Bachelor of Science in Education degree in either special education or early childhood/elementary education from August, 1990, through May, 1992. Of the total of 284 students who received a degree during this time period, 228 were early childhood/elementary majors, and 56 were special education majors. Participants' transcripts were reviewed to determine the grades obtained in general studies courses required of all students. Data analysis revealed that significant differences existed between the two groups in only two courses. Early childhood/elementary students performed significantly better than special education students in math (college algebra) and geography. The most noteworthy point of this study focuses not so much on existing differences in academic performance between early childhood/elementary and special education majors, but on the homogeneity of both groups. (LL)

ED 355 227 SP 034 388

Person, William A.; And Others
Evaluation of a Program Focusing on Teaching Strategies for Culturally Diverse Students.
PUB DATE- Nov 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 10-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Training; *Cultural Pluralism; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); Multicultural Education; Program Evaluation; Summer Programs; Surveys; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Diversity (Student); *Implementation Analysis; Mississippi; Mississippi State University

A critical challenge facing educators today is meeting the needs of culturally diverse school populations. Since 1989, Mississippi State University has provided a summer institute, Strategies for Instructing Culturally Diverse Students, in which selected Mississippi elementary and secondary teachers have identified strategies for addressing the educational needs of culturally diverse students. The study described in this paper was conducted to determine the extent to which institute participants have implemented strategies for working with culturally diverse students in classrooms and school districts. A sample of institute "graduates" (N=57) completed a questionnaire which provided demographic information, primary responsibilities, years of experience in education, gender, level of education, and race. The "graduates" also indicated the extent to which they had implemented strategies identified and studied in the institute. Preliminary results suggest that respondents have either implemented strategies, or have engaged in behaviors that are appropriate for positive learning abstracts of the discussion sessions, display sessions, symposia, and training sessions of the 1992 annual meeting. Abstracts are arranged chronologically, with the presentations of each day arranged in the order they occurred. Over 350 presentations are summarized. Topics run the gamut of educational research, covering various aspects of student educational outcomes as well as teacher education, and ranging from general discussions of theory to very specific presentations about teaching techniques. A transcript of the association's constitution and an index of presenters are included. (SLD)

ED 355 245 TM 019 581

Performance Assessment & KERA. Proceedings of a Conference of the Kentucky Educational Research Association (Lexington, Kentucky, April 1991).
SPONS. AGENCY- Eastern Kentucky Univ., Richmond.; Louisville Univ., Ky.; Western Kentucky Univ., Bowling Green.
PUB DATE- Apr 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Papers; *Educational Assessment; Educational Research; Elementary Secondary Education; *Evaluation Methods; Humanities; Item Sampling; Language Arts; Mathematics Tests; Middle Schools; Program Implementation; Reading Tests; Second Language Instruction; Social Studies; *State Programs; *Student Evaluation; Teaching Methods; *Test Use
IDENTIFIERS- Alternative Assessment; Kentucky; *Kentucky Educational Research Association; *Performance Based Evaluation; Reform Efforts

In April 1991, members of the Kentucky Educational Research Association (KERA), held a conference to discuss performance assessment and its use in Kentucky schools. The following papers from the conference are included: (1) "Our Conference and the Performance Assessment Committee" (S. Kifer); (2) "Performance Assessment: A National Perspective--Cautions and Concerns" (G. W. Phillips); (3) "Elementary Education" (C. Bridge and A. Chapman); (4) "Elementary Education" (A. Zollman and J. Dickey); (5) "Middle School" (B. Burruss and R. Kennedy); (6) "Reading, Writing and Language Arts" (P. Winograd and J. Craig); (7) "The Practical Arts" (S. Miller); (8) "Arts and Humanities" (R. Schmelzer and G. Szekely); (9) "Reform Law" (V. D. Nordin and J. M. Petrosko); (10) "Implementation and Management" (K. Simpson, S. Trimble, K. Draut, and T. Mowery); (11) "Item Sampling" (G. Cunningham and S. Kifer); (12) "Performance Assessment for Special Populations" (D. B. Slaton and J. McLaughlin); (13) "Student Services" (P. de Mesquita and M. Billings); (14) "Mathematics" (W. S. Bush and S. Vice); (15) "Foreign Languages" (P. L. Nacke and L. K. Worley); (16) "Instruction and Assessment" (T. Guskey); (17) "Social Studies" (L. Levstik and S. Brennan); and (18) "Summary" (E. Mason). (SLD)

ED 355 246 TM 019 583

Hartog, Joop
Individual Schooling Decisions and Labor Market Allocation: Vertical and Horizontal Sorting. IFG Program Report No. 84-B8.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84

ED 355 263 TM 019 607

Petronicolos, Loucas
Does the U.S. Supreme Court's Recent Activism in Reviewing Educational Disputes Make the Attempt To Implement a Code of Professional Ethics for Educators a Vain Effort?
PUB DATE- Mar 92
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Court Litigation; Court Role; *Decision Making; Elementary School Teachers; Elementary Secondary Education; *Ethics; Government Role; Higher Education; Justice; Legal Problems; Moral Values; Professional Personnel; School Law; Secondary School Teachers; Student Rights; Teacher Responsibility; *Teaching (Occupation)
IDENTIFIERS- *New Jersey v TLO; *Supreme Court

This paper explores whether or not the recent increase of interest by the U.S. Supreme Court in educational disputes results in a gradual reduction in the role that professional ethics plays in educators' everyday decisions. It is argued that there are links between an educator's professional ethics and constitutional justice. The increase in Supreme Court activity in educational disputes between 1966 and 1985 raises issues of the court's activism and the consistency of the educational policies entailed by Supreme Court rulings. The case of "New Jersey v. T.L.O." illustrates the implications a decision may have for the professional educator. The activism of the Supreme Court may be seen as an obstacle to those who would educate the educators because it impedes the implementation of a code of ethics for educators and it creates confusion about the source of an educator's authority. Clarification of the moral principles found in the U.S. Constitution and in important parts of the education profession's ethics should enhance the educator's ability to identify responsibilities and strengthen the conviction to act on these responsibilities. An appendix outlines arguments in the "T.L.O." case. (SLD)

ED 355 264 TM 019 608

Cesa, Thomas A.
Use of the Grade Differential Statistic in Predicting College GPA.
PUB DATE- 20 Apr 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Admission Criteria; *College Freshmen; *Decision Making; Evaluation Utilization; Grade Point Average; *Grade Prediction; Higher Education; High Schools; High School Students; Mathematical Models; Regression (Statistics); Reliability; Validity
IDENTIFIERS- *Grade Differential Statistic; University of California Berkeley

The possibility of using the grade differential statistic in college admissions decisions is explored. The grade differential statistic is the mean difference between the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Factor Analysis; *Heuristics; Mathematical Models; *Matrices; *Nonparametric Statistics; *Scores
IDENTIFIERS- *Pearson Product Moment Correlation; *Spearman Rank Correlation Coefficient

Most researchers using factor analysis extract factors from a matrix of Pearson product-moment correlation coefficients. A method is presented for extracting factors in a non-parametric way, by extracting factors from a matrix of Spearman rho (rank correlation) coefficients. It is possible to factor analyze a matrix of association such that neither means, variances, nor monotonicity of distances between ordered pairs of scores will affect the results, by factor analyzing a matrix of Spearman's rho coefficients. Since Spearman's rho is a scale-free non-parametric procedure, the benefits of non-parametric statistics can be applied to this application. An example of six variables and seven cases demonstrates regular factor analysis using Pearson's "r" for the correlation matrix and non-parametric factor analysis using Spearman's rho for the correlation matrix. Advantages of the non-parametric strategy are discussed. Three tables contain analysis data, the correlation matrix, and the varimax rotated factor matrix. (SLD)

ED 355 282   TM 019 638

Johnson, William L.; And Others
The School Work Culture Profile: A Statistical Analysis and Strategy.
PUB DATE- Jan 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Educational Assessment; *Educational Environment; Educational Planning; Elementary Schools; *Elementary School Teachers; Factor Analysis; Likert Scales; Models; Principals; *Productivity; *Profiles; School Surveys; Staff Development; *Test Construction; Validity; Work Attitudes; *Work Environment
IDENTIFIERS- Florida; *School Work Culture Profile

School culture has recently emerged as a framework for the study and interpretation of the structure and development of schools. A work culture productivity model is described, and the development of a culture instrument is reported. The concept of school work culture, a subset of systems culture, refers to the collective work patterns of a system. The School Work Culture Profile (SWCP) was designed to obtain a quantitative measure of a school's (or system's) work patterns. The SWCP was developed using primary and second-order principal components analysis. It is a staff perceptions survey, on which school work culture is operationalized with 60 statements pertaining to existing work practices in a school organization. A 5-point Likert scale is used to rate each item in the following 4 subscales with 15 items each: (1) planning; (2) staff development; (3) program development; and (4) school assessment. The SWCP was administered to 416 subjects from 100 Florida elementary

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Disadvantaged Youth; *Dropout Prevention; Economically Disadvantaged; Enrollment; *High Risk Students; High School Students; Minority Group Children; Program Descriptions; School Holding Power; Secondary Education; *State Programs; State Surveys; Student Characteristics; Summer Programs; Tables (Data)
IDENTIFIERS- *Liberty Partnerships Program NY; *New York; Partnerships in Education

The New York State Liberty Partnerships Program (LPP) provides students at risk of dropping out of school with services specifically designed to keep them in school through high school graduation, to encourage them to pursue higher education, and/or to secure meaningful employment. Section 1 describes the LPP school year program, giving brief information on enrollment; presenting a student profile; and providing a profile of newly admitted at-risk students. This section also discusses plans of 1991-92 high school graduates, staff development activities, and support services. Section 2 contains information on the summer program including enrollment, student profile, and support services. Section 3 contains a brief summary of the LPP during the 3 years of its existence. Section 4 includes selected anecdotal comments on 26 schools, colleges, and universities, and provides 3 appendices listing the 56 programs in New York State by region funding awards by sector, and student enrollment by program. The following are highlights of this year's report: (1) 13,740 at-risk students participated in program services and activities between July 1, 1991 and June 30, 1992; (2) 7,458 students returned for their second or third year; (3) 63.4 percent of 1,032 LPP high school graduates planned to go to college; (4) LPP students received an average of 21 hours of counseling per student during the academic year; (5) 34.7 percent of counseling hours were spent on academic counseling; and (6) 1,328 mentors spent 74,835 volunteer hours with 2,186 LPP students during the academic year. (JB)

ED 355 300   UD 029 060

Hearing on Innovative Approaches for Teaching Disadvantaged Students, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 4 Aug 92
NOTE- 86p.; Serial No. 102-137. Portions contain light or small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; Educational Environment; Educational Opportunities; Elementary Secondary Education; Equal Education; Hearings; *High Risk Students; *Instructional Innovation; *School Restructuring; Urban Education; Urban Youth
IDENTIFIERS- Accelerated Schools; Baltimore City Public Schools MD; Boston Public Schools MA; Congress 102nd; Louisiana; Success for All Program

Testimony on strategies designed to enhance educational opportunities for disadvantaged students is recorded in this report of a congressional hearing. Robert Slavin of the Early and Elementary School Program, Center for Research on Effective burdensome requirements and decide whether or not educational and related services should be expanded to disadvantaged parents of Chapter 1 participants. (Contains seven references). (JB)

ED 355 318 UD 029 088

Riddle, Wayne
Chapter 1--Education for Disadvantaged Children: Background and Issues. CRS Report for Congress.
PUB DATE- 20 Nov 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Admission Criteria; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Programs; *High Risk Students; Parent Participation; Policy Formation; *Program Improvement; Remedial Programs; Resource Allocation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Formula Funding; Hawkins Stafford Act 1988; Policy Issues; *Reauthorization Legislation

The Chapter 1 program provides aid to local education agencies (LEAs) for the education of disadvantaged children. This review of background and issues involved in the reauthorization of Chapter 1 covers funding and participation trends, features of the program, selection for participation, fiscal issues, and program improvement. A key concern is how to more systematically identify elements of the most effective programs, disseminate information about them, and provide additional incentives to adopt more effective policies and practices. Debate about the program's allocation formula has centered on not only the new (1990) census data and possible means of updating it more frequently in the future, but also the extent to which funds are targeted on schools with the pupils most in need of assistance. Debate on reauthorization is also likely to focus on the most efficient methods of regulating local projects so as to assure accountability while providing flexibility to grantees to implement effective programs. Congress may consider providing limited authority to federal or state education agencies to offer regulatory waivers in return for increased accountability that is based on pupil outcomes. In addition, Congress may consider ways in which parental involvement can be enhanced without adopting burdensome requirements and analyze how to enhance the equity of treatment for pupils attending private schools. (JB)

ED 355 319 UD 029 089

Riddle, Wayne Clifton
The Distribution among the States of School-Age Children in Poor Families, 1990 versus 1980: Implications for Chapter 1. CRS Report for Congress.
PUB DATE- 8 Jun 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Census Figures; *Children; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Programs; *Geographic Distribution; National

opportunities to occur. The 25-item survey instrument, presenting average responses and standard deviations, is appended. (Contains 11 references.) (LL)

ED 355 228 SP 034 389

Mangrum, Debra; And Others
Preservice Teacher Training: A Piece Is Missing!
PUB DATE- Nov 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 10-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Counselor Teacher Cooperation; *Educational Needs; Elementary Secondary Education; Higher Education; *Knowledge Level; Preservice Teacher Education; Role Perception; *School Counselors; *Student Teacher Attitudes; Student Teaching; Surveys; *Teacher Education Curriculum
IDENTIFIERS- Preservice Teachers; *Teacher Knowledge

According to the literature and historical experience, differences of opinion exist among teachers about the role and functions of counseling professionals in schools, and little information is available about preservice instruction on the work of school counselors. A study was conducted, therefore, for the following purposes: (1) to determine how much a sample of preservice teachers knew about the role and function of school counselors and to measure their attitudes toward using school counseling resources; (2) to examine the sources, amount, and perceived adequacy of instruction received by preservice teachers relative to counselor role and function and use of counselor resources; and (3) to ascertain whether these preservice teachers' knowledge and attitudes about counseling resources would change over the course of student teaching. Secondary teacher education students (N=28) responded to a survey immediately prior to and immediately following 12 weeks of student teaching. Data were also collected from an additional group of students (N=29), none of whom had completed the initial survey. Results indicate that minimal information about counseling resources was available to the study participants; that both groups' primary source of information at the conclusion of the study was student teaching itself; and that participants perceived themselves as having a good understanding of counselor role and function, an assessment that appears to be naive when their responses are compared to those of professionals in the field. Changes in preservice teachers' knowledge and attitudes about the use of counseling resources were not considered sufficient to indicate that student teaching is an adequate source of information on this topic. (LL)

ED 355 229 SP 034 390

Ryan, Patricia M.
A Collaborative Restructuring Teacher Education Program: A Teachers Teaching Teachers Institute.
PUB DATE- Feb 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Career Choice; *Decision Making; Demand Occupations; *Education Work Relationship; *Employment Opportunities; Equations (Mathematics); Individual Differences; Labor Force; *Labor Market; Labor Supply; Mathematical Models; Resource Allocation; Supply and Demand
IDENTIFIERS- *Horizontal Sorting; *Vertical Sorting

If labor market phenomena are interpreted from an allocational point of view, where individuals differing in levels of various capabilities have to be matched with jobs differing in job requirements, education can be seen as an intermediary institution affecting the capability endowment of individuals upon entering the labor market. Vertical Sorting is a situation where initially abler individuals take longer educations. Horizontal Sorting is a situation where the selected type of education equals the individual's type of capability endowment. Conditions for Vertical and Horizontal Sorting are studied, both in an open smooth labor market, and in a labor market with constraints on job choice. The conclusion is drawn that both Vertical and Horizontal Sorting work out to increase already existing inequalities between individuals. Also, even in a perfect labor market, rates of return to education will only be equalized within particular segments of the curriculum (and capability) space, but not across such segments. (Four graphs illustrate the discussion. Contains 28 references.) (Author)

ED 355 247 TM 019 584

Gerald, Elizabeth; And Others
Private School Universe Survey, 1989-90. E.D. TABS.
PUB DATE- Dec 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; *Elementary School Teachers; Elementary Secondary Education; Enrollment; Full Time Faculty; Geographic Regions; *Institutional Characteristics; *National Surveys; Parochial Schools; *Private Schools; School Size; *School Statistics; School Surveys; *Secondary School Teachers; Tables (Data)
IDENTIFIERS- *Private School Survey (NCES)

The Private School Universe Survey is designed to collect data from all private schools in the 50 states and the District of Columbia. The 1989-90 survey provides data for this report for schools with kindergarten through grade 12 by school size, school level, religious orientation, geographic region, and program emphasis. Data were collected from 26,712 schools, with 4,838,497 students and 331,533 full-time-equivalent teachers. Fifty-five percent of the students attended Catholic schools, with 32 percent attending other religiously affiliated schools, and 13 percent in non-sectarian schools. Most private school students (2.8 million) were enrolled at the elementary school level. Forty-four percent of the teachers worked in the Catholic schools, with 36 percent in other religiously affiliated schools, and 21 percent in non-sectarian schools. Eighty percent of the private school teachers worked full time. Fourteen tables present survey data. A "Technical Notes" section provides methodological information. Appendix A freshman college grade point average (GPA) and the high school GPA (HSGPA) for freshman college entrants from a particular high school. Rather than being an index of high school academic quality, the index appears to be a measure of the grading practices of high schools. In some instances, it may be useful to consider this index in admissions decisions. Only high schools that admitted at least 16 students per year to the University of California at Berkeley in the fall of 1989 were included in this study. Data for 313 students for fall 1987, 346 students for fall 1988, and 335 students for fall 1989 were used. Results show that the grade differential statistic is consistent from year to year. Multiple regression equations show that the statistic, when used in conjunction with HSGPA, adds considerably to the coefficient of determination and the predictive power of the HSGPA. However, at the University of California at Berkeley, even if the grade differential statistic was reliable and valid for schools contributing 5 students, it could be used in only about 50 percent of the decisions. Nevertheless, there are situations in which it could be useful. Five tables present findings from the analysis. (SLD)

ED 355 265 TM 019 610

Trawick, LaVergne
Effects of a Cognitive-Behavioral Intervention on the Motivation, Volition, and Achievement of Academically Underprepared College Students.
PUB DATE- Apr 92
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Part of a Teachers College, Columbia University, New York, doctoral thesis. The assessment scales will not copy clearly due to filled/broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Behavioral Science Research; Cognitive Processes; Community Colleges; Comparative Analysis; *Educationally Disadvantaged; *Intervention; Interviews; Pretests Posttests; Remedial Instruction; Self Control; Self Efficacy; Social Cognition; *Student Motivation; Training; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Self Monitoring; Self Report Measures; *Volitional Skills

This study involved the development and preliminary assessment of an intervention derived from contemporary social-cognitive theory to train academically underprepared college students in academic volitional control strategies, as implied by theory and research on volition and research on academic self-regulation. In this pre-post comparison design, 41 experimental subjects (community college students) participated in an investigator-designed intervention comprised of four, 70-minute group sessions, while 38 comparison subjects received regular remedial reading course content. Self-report measures of motivation, volition, and academic achievement were administered, and a posttreatment semi-structured interview was conducted. The experimental group demonstrated a significant improvement in academic self-monitoring. Compared to the control group, the experimental group gained more on all measures. Students gained awareness of the importance on an appropriate study environment and strategies for handling distractions from others. The implications of volitional schools. The ratio of teachers to principals in the sample was approximately three to one. The Statistical Analysis System principal components program was used to examine the factorial validity of the questions. This second-order factor analysis helps clarify a strategy for school production. Three tables present data from the study, and an appendix contains the school work culture profile. (SLD)

ED 355 283 TM 019 639

Bobbett, Gordon C.; French, Russell L.
Evaluating Climate in Nine "Good" High Schools in Tennessee, Kentucky, and North Carolina.
PUB DATE- Nov 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, November 9, 1992). For a related document, see ED 326 559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decision Making; *Educational Environment; Educational Improvement; *Evaluation Methods; High Achievement; *High Schools; *Institutional Characteristics; Instructional Leadership; Parent Participation; School Administration; *Secondary School Teachers; Student Participation; Teacher Participation
IDENTIFIERS- Kentucky; North Carolina; Tennessee; *Wayson School Climate and Context Inventory

The Wayson School Climate and Context Inventory (SCCI) was used in previously reported comparative studies of six good high schools in Tennessee and Kentucky (three in each state). This study added data for three similar high schools in North Carolina to bring the pool of data to nine schools, making possible the determination of similarities and differences in SCCI items and the identification of climate characteristics rated high and low in high schools. The 3 North Carolina schools generated responses from 140 faculty members. The climate of all nine schools has been enhanced by administration and faculty giving attention to the development of clear, written rules and procedures and extensive efforts to communicate these rules and procedures. Climate has also been enhanced by the use of due process procedures for students. Teachers in these schools have a great deal of autonomy in instructional decision making, and a real effort has been made by educators to know students and include them in activities. Identification of the low rated climate characteristics shows areas in which schools can improve, largely through parent, staff, and student involvement. Four tables list ranked SCCI items. Appendix A presents the SCCI; and appendixes B, C, and D list item scores, analysis of variance test results, and SCCI item rankings, respectively. (SLD)

ED 355 284 TM 019 641

Koretz, Daniel; And Others
The Reliability of Scores from the 1992 Vermont Portfolio Assessment Program. Interim Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 4 Dec 92
NOTE- 30p.
LANGUAGE- English

Schooling for Disadvantaged Students at Johns Hopkins University in Baltimore (Maryland) testified about the development and achievements of the Success for All Program. Leetta Allen-Haynes of the College of Education at the University of New Orleans (Louisiana) testified about the Louisiana Accelerated Schools, a program that works for disadvantaged students by, in part, trying to change the culture of schools themselves. The final witness was Sidney Smith, Headmaster of the Boston (Massachusetts) English High School, who testified about the program at his school and in particular the key role of rigorous student assessments for increasing academic achievement among disadvantaged students. Discussion followed the formal testimony and touched on the following issues: fostering family involvement in education, comprehensive social service delivery at school-sites, staff development and teacher education, financial resources, assessment driven practices, perceptions of urban students, educational technology, and school desegregation. The witnesses' prepared statements are included. (JB)

ED 355 301 UD 029 064

Puerto Ricans and Other Latinos in New York City Today: A Statistical Profile.
PUB DATE- Oct 92
NOTE- 17p.; Expanded version of a talk presented at a joint session of Hispanics in Philanthropy and the New York Regional Association of Grantmakers (New York, NY, June 10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Economically Disadvantaged; Economic Status; Elementary Secondary Education; Enrollment; *Hispanic Americans; Low Income Groups; Political Power; *Profiles; Public Schools; *Puerto Ricans; Racial Discrimination; Racial Distribution; *Socioeconomic Status; *Statistical Data; Urban Problems
IDENTIFIERS- *Latinos; *New York (New York Metropolitan Area)

This pamphlet offers a profile of the Puerto Rican community and other Latinos in New York City based on recent census statistics. Noting the continued low socioeconomic conditions of this population, the pamphlet also points out recent gains in political representation. A discussion of population changes from 1980 to 1990 in New York City discusses the additional complexity in the city's heterogeneity. A review of government response to these changes notes low percentages of Puerto Rican and other Latinos employed by the City and describes a set-aside program currently in implementation. A discussion of education issues notes that in 1990, Puerto Ricans made up 35 percent of public school enrollment. However, of persons 25 years of age and older, Puerto Ricans have the lowest proportion with a high school diploma. The pamphlet describes organizations that have become more aggressive nationally in responding to the high and persistent levels of Puerto Rican poverty such as the National Puerto Rican Coalition and the Aspira National Association. A discussion of their activities notes several interesting developments in New York City, among them the increased number of Puerto Rican municipal officials, Puerto Rican City Council members, and Puerto Rican congresspersons. Despite these and other developments, however, the continuing marginalization of this population remains a matter of grave concern and much remains to be done, particularly in linking local efforts across the region for

Surveys; Population Distribution; Population Trends; Poverty; Remedial Programs; Resource Allocation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Formula Funding; Hawkins Stafford Act 1988; Policy Issues; *Reauthorization Legislation

This review and comparison of census data on the distribution among states of school-age children in poor families for 1990 and 1980 explores implications in the changes for Chapter 1 funding and administration. Numbers of school-age children in poor families represent the primary factor in the allocation of most funds under the federal Elementary and Secondary Education Act. The U.S. Department of Education has announced that it would base Chapter 1 grants for 1992-93 on the 1980 census data, while the 1990 data would be used for 1993-94 grants. While the aggregate number of poor school-age children in the 50 states and the District of Columbia was found to have increased by 6 percent between 1980 and 1990, the change in the number of such children in individual states ranged from a decrease of 37.8 percent to an increase of 57.4 percent. If other relevant factors remain unchanged, this would lead to large shifts in Chapter 1 grants among local educational agencies, states and regions when the 1990 data are used in the Chapter 1 allocation formulas. The shifts in state's shares of children from poor families may reflect at least three patterns of demographic and economic change. First, there has been a general shift in population toward the South and West, including significant declines in school-age population in some eastern states. Second, relatively large-scale immigration may have increased the population of poor families with children in some states. Third, these data are based on family income for 1989 when areas such as Texas, Oklahoma, the upper Midwest and the Rocky Mountain states were in economic distress, but the recent economic recession had not yet hit the eastern states as it would in 1990 and 1991. Eight footnotes are included. (JB)

ED 355 320 UD 029 091

Franklin, Godfrey; Heath, Inez A.
School Haze: A Response to Louis Menand's View on Multicultural Education.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Images; Cultural Pluralism; *Elementary School Students; Elementary Secondary Education; Ethnic Groups; *Futures (of Society); Higher Education; Minority Groups; *Multicultural Education; Periodicals; Political Issues; *Politics of Education; Racial Differences; *Secondary School Students
IDENTIFIERS- Menand (Louis)

This essay discusses multicultural education in the context of responding to an article in a national magazine, which critiqued multicultural education. This essay argues that the article, "School Daze" (Louis Menand) in "Harper's Bazaar" magazine in September, 1992, oversimplifies and misrepresents key issues of multicultural education and its benefits to U.S. society. An opening section reviews the various meanings of multiculturalism as it has been used recently and attempts to formulate a more precise definition of the term. This discussion offers seven key functions of multicultural education--to: (1) provide students with a sense of self; (2)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Program Evaluation; *Program Implementation; Public School Teachers; Summer Programs; Teacher Educators; Teaching Experience; Workshops
IDENTIFIERS- *Teachers Teaching Teachers

In the Fall of 1991, an advisory group of teachers was formed for the purpose of developing a Teachers Teaching Teacher Institute (TTTI) that would be designed, implemented, and evaluated by teachers for teachers. The advisory group was comprised of experienced, practicing classroom teachers from a cross section of school districts and grade levels. The panel produced a list of workshop topics, identified experienced classroom teachers as directors, and designed a program format. The TTTI has three interrelated components: (1) summer workshops offered for graduate credit; (2) follow-up sessions once per quarter throughout the school year; and (3) a training component for workshop directors. The existence of the TTTI has depended on ongoing evaluations: formal, informal, formative, and evaluative sources have been used to assess it. Participants assess instructional quality, content, and program design; directors evaluate instructional quality, content, and program design; and the advisory group evaluates the overall success of the program and generates ideas to improve it. (Contains 12 references.) (LL) contains 14 standard error tables, and Appendix B presents the Private Schools Survey instrument for 1989-90. (SLD) strategy training for enhancing academic efforts are discussed. Nine tables present study findings. Appendixes contain three scales used in the cognitive-behavioral testing (the Academic Self-Monitoring Scale, the Academic Action Control Scale, and the Academic Self-Efficacy Scale), as well as an outline for introducing the Cognitive-Behavioral Intervention. (Author/SLD)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Interrater Reliability; Mathematics; *Portfolios (Background Materials); *Scores; *Scoring; *State Programs; Student Evaluation; Writing Evaluation
IDENTIFIERS- *Performance Based Evaluation; Rater Reliability; *Vermont

Since 1988, Vermont has been developing an innovative performance assessment program that relies substantially on portfolios of student work. This interim report presents findings about the reliability of scores from the first statewide implementation of the portfolio program in the 1991-92 school year. The focus is not on program impact as an educational intervention, but on the program's quality as an assessment tool. Students' writing was scored on five criteria, each of which was scored on a four-point scale. Mathematics samples were scored on seven criteria on four-point scales. The extent of agreement between raters about the quality of both writing and mathematics was on the average low. The overall pattern was one of low reliability, and in no instance was the scoring highly reliable. The reliability coefficients (ranging from 0.33 to 0.43) are low enough to seriously limit the use of the 1992 assessment results. Despite the unreliability of individual student scores, statewide average scores are quite reliable because of the large numbers of students represented. Some suggestions are given to increase the reliability of portfolio scores, such as simplifying scoring systems and providing better training for scorers. Thirteen tables present study findings. (SLD)

mutual support and growth. (JB)

ED 355 302 UD 029 065

Heger, Herbert K.
Retaining Hispanic Youth in School: An Evaluation of a Counseling-Based Alternative School Program.
PUB DATE- Oct 92
NOTE- 9p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (Stillwater, OK, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; Delinquency Prevention; *Disadvantaged Youth; *Dropout Prevention; *High Risk Students; High Schools; High School Students; Hispanic Americans; *Nontraditional Education; Program Evaluation; *School Holding Power; Self Esteem; Student Attitudes
IDENTIFIERS- *Hispanic American Students; *Project Reach TX; Socorro Independent School District TX

A study was done of the efficacy of Project Reach, an alternative school program for seriously at-risk students attending the Socorro High School in the Socorro Independent School District (Texas). Program participants were those who had reached the pre-expulsion stage prior to admission. The program goals were to prevent dropouts or expulsions and to facilitate the reintegration of students into mainstream programs. Data for the evaluation of academic and administrative aspects of the project were gathered from the project proposal, classroom observations, attendance at special events such as plays, interviews with project staff, and analyses of internal evaluation data. The program served 7th through 12th graders with a self-concept development approach somewhat like a "Tough Love" or "Boot Camp" strategy. Traditional curriculum was delivered by computers linked to a satellite network; and the balance of the day was spent on health and drug education, drama, and personal log writing. Evaluation found dramatic improvements in student retention and reclamation from 1990 to 1992, and in student perceptions of program helpfulness, increased academic achievement, and increased self-respect. Suggestions for program enhancement and future research are included. (JB)

ED 355 303 UD 029 066

Mabbutt, Richard
Prejudice Reduction: What Works?
PUB DATE- Oct 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption (Ideas); *Attitude Change; Change Agents; *Change Strategies; Childhood Attitudes; Consciousness Raising; Cultural Awareness; Elementary Secondary Education; Minority Groups; Multicultural Education; Negative Attitudes; Social Attitudes; *Social Bias

Social Science Research of the past several decades provides valuable insight into the processes of prejudice acquisition and reduction. This paper lists and briefly describes the following 15 findings based on this research and their help students understand the totality of the experiences of ethnic and cultural groups in the United States; (3) help students understand the conflict between ideals and realities; (4) explore ethnic and cultural alternatives; (5) develop decision making, social participation, and citizenship skills in students; (6) study various cultures, historical experiences, and social realities; and (7) achieve full literacy among students in at least two languages. In addition, the paper responds to several specific points in the Harper's article by arguing that multicultural education focuses on diversity among groups, that there is no majority culture throughout the United States, and that the "melting-pot" notion is not accurate for today's society. Contains 21 references. (JB)

ED 355 321 UD 029 092

Kirshstein, Rita; Pelavin, Diane
On the Front Line: Chelsea Teachers and the Chelsea-BU Agreement.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary School Teachers; Elementary Secondary Education; Higher Education; Mail Surveys; Program Evaluation; Public Schools; *Public School Teachers; Questionnaires; School Restructuring; *Secondary School Teachers; Staff Development; *Teacher Attitudes; Teacher Effectiveness; Urban Schools
IDENTIFIERS- *Boston University MA; *Chelsea School System MA; Partnerships in Education; Reform Efforts; Teacher Surveys

As part of an ongoing evaluation of the Chelsea Public School System-Boston University (BU) partnership in Massachusetts, a survey was done of 165 teachers to determine their reactions to this effort at school reform and their opinions concerning several matters related to education in Chelsea and the Chelsea-BU partnership. A year and a half after BU's arrival, Chelsea teachers overall appeared to be mixed in their view of BU's impact on the schools. However, teachers who were most involved in school-related activities were most positive about BU's impact on the schools. High school teachers were the least positive about BU's impact on Chelsea, perhaps due to major organizational changes that occurred in the high school during the first year and that were not anticipated and the relatively few professional development activities provided for high school teachers. Two years into the project Chelsea teachers still perceived the system's particular education conditions to be among the worst. However, teachers rated principal effectiveness, quality of teaching, and teacher attendance the highest of education conditions. Survey results also indicate that staff development needs are quite diverse and extensive. Appendixes contain the 102-item Survey of Chelsea Teachers and data on teacher characteristics. (JB)

ED 355 322 UD 029 096

Georgedes, Dalia Flores; And Others
The Education of Homeless Children and Youth in New Jersey: A Plan for State Action. Revised.
PUB DATE- May 91
NOTE- 138p.; A revision of ED 306 354.

Abdal-Haqq, Ismat

Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.
4p. 1mf. L1 ED 355 197

Aberg, Birgitta Galldin

The Process of Change: Altering the Practice of Care in a Children's Home in the Middle East. Studies and Evaluation Papers 10.
25p. 1mf. L1 ED 355 008

Abmayr, Sandra B.

Differences in Retrospective and Prospective Parental Reports of Children's Behaviors.
13p. 1mf. L1 ED 354 672

Adams, Anthony T.

Public High Schools: The Uses of Rehabilitative and Punitive Forms of Discipline: A Final Report.
59p. 1mf. L1 ED 354 633

Adelman, Nancy E.

Minnesota's Educational Options for At-Risk Youth: Urban Alternative Schools and Area Learning Centers.
90p. 1mf. L1 ED 355 328

Agenbroad, James Edward

Nonromanization: Prospects for Improving Automated Cataloging of Items in Other Writing Systems. Opinion Papers No. 3.
20p. 1mf. L1 ED 354 915

Aguirre, Robert B.

Educational Choice: A Privately Funded Model. School Choice with a Bite.
193p. 3mf. L1 ED 354 599

Ainley, John

Progress through High School: A Study of Senior Secondary Schooling in New South Wales. ACER Research Monograph No. 43.
195p. 0mf. L3 ED 355 009

Akst, Geoffrey

Selected Studies on Math Placement.
6p. 1mf. L1 ED 354 964

Albertus, Karen

Critical Thinking Activities To Improve Writing Skills: Descriptive Mysteries A-1.
47p. 0mf. L3 ED 354 511

Critical Thinking Activities To Improve Writing Skills: Where-Abouts A-1.
54p. 0mf. L3 ED 354 512

Carter, Deborah J.

Minorities in Higher Education. Tenth Annual Status Report, 1991.
80p. 1mf. L1 ED 354 834

Carver, Rebecca L.

Information about Schools of Choice: Strategies for Reaching Families. Report No. 5.
37p. 1mf. L1 ED 355 031

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European Association of Information Services (EUSIDIC) Annual Conference (Porto, Portugal, October 13-15, 1992). Programme and Summary Presentations.
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Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast.	23p.	L1	ED 354 737
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The Changing Role of the Administrator in an Accelerated School.	42p.	L1	ED 354 594
Characteristics and Experiences of Leaders Who Are Alumni of Vocational Student Organizations.	33p.	L1	ED 354 364
Characteristics of Students Who Graduate with Distinction: Implications for Teacher Education Programs.	9p.	L1	ED 355 218

Basic Designs.	19p.	L1	ED 354 477
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The Spouse and Familial Incest: An Adlerian Perspective.	9p.	L1	ED 354 449
The Status of Secondary Marketing Education Students at the University Level.	20p.	L1	ED 354 322
The Stoney Indian Language Project.	10p.	L1	ED 354 769
Structural Change, Professional Change: The New Zealand School Principal.	12p.	L2	ED 354 579
Student Writers Practicing Self-Assessment.	11p.	L1	ED 354 509
Studies of Teachers' Decision-Making and Their Freedom of Expression.	28p.	L1	ED 354 560
A Study of Cognitive Skills and Orientation among Secondary Marketing Education Students in Central Georgia.	15p.	L1	ED 354 378
A Study of Gender Differences in Cognitive Style and Conative Volition.	13p.	L1	ED 354 379
A Study of the Constructs of Concrete and Formal Operational Reasoning in Adolescents.	10p.	L1	ED 355 279
A Study To Determine the Effects of the Junior Great Books Program on the Interpretive Reading Skills Development of Gifted/Able Learner Children.	11p.	L1	ED 354 694
The Symbolic Order of School: Waldorf and College Prep.	23p.	L1	ED 355 165
A Synthesis of the Research on Alternative Assessment Methods in Teacher Education.	26p.	L1	ED 355 257
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Teacher Research and Gender Equity. Occasional Paper No. 143.	27p.	L1	ED 355 199
The Teacher's Role in the Writing Workshop.			

	133p.	L2	ED 354 687
Student Behaviour Problems: Context, Initiatives and Programs. Selected Papers from the National Conference on Student Behaviour Problems: Context, Initiatives and Programs (3rd, Brisbane, Queensland, Australia, October 1991).	325p.	L3	ED 354 453

(022) Collected Works - Serials

The AMATYC Review, Fall 1992-Spring 1993.	203p.	L1	ED 354 956
The Andrew Heiskell Library for the Blind and Physically Handicapped. A Library with a Difference. Projects and Experiments.	17p.	L1	ED 354 899
Annual Review of Environmental Education: 1990-91.	56p.	L1	ED 355 087
Bibliographie Moderner Fremdsprachenunterricht, 1991 (Bibliography of Modern Language Instruction, 1991).	499p.	L1	ED 354 780
Biblionoticias. Numbers 1-34, 1980-1986.	117p.	L1	ED 354 924
Biblionoticias. Numbers 35-67, 1986-1992.	162p.	L1	ED 354 925
Chicanos in Higher Education.	83p.	L1	ED 355 064
Children of Alcoholics.	33p.	L2	ED 354 462
Community-Based Programming: The Community College as Leader and Catalyst.	6p.	L1	ED 354 974
Culture and Disability in the Pacific. Summaries of Papers Prepared for a Working Session of the Association for Social Anthropology in Oceania (New Orleans, Louisiana, February 1992).	14p.	L1	ED 354 681
Databases on Vocational Qualifications and Courses Accredited. Report on the Workshop Organised by CEDEFOP (Nurnberg, Germany, November 25-26, 1992).	12p.	L1	ED 354 370
Development Communication Report, 1992.	98p.	L1	ED 354 858
Directing General Education Outcomes. New Directions for Community Colleges, Number 81, Spring 1993.	112p.	L1	ED 354 958
Empowerment.	41p.	L1	ED 354 651
European Association of Information Services (EUSIDIC) Annual Conference (Porto, Portugal, October 13-15, 1992). Programme and Summary Presentations.			

	172p.	L1	ED 354 683
Early Literacy: A Parent-Child Partnership.	9p.	L1	ED 355 023
The ECE Transition Follow-Up Project. Project Handbook, Questionnaire, and Interviewer's Guide.	136p.	L1	ED 354 656
The Education of Homeless Children and Youth in New Jersey: A Plan for State Action. Revised.	138p.	L1	ED 355 322
Education. Bridging the Gap: An Education Primer for Health Professionals. and Health: Bridging the Gap: Health Care Primer for Education Professionals.	65p.	L1	ED 354 999
Educational Choice: A Privately Funded Model. School Choice with a Bite.	193p.	L1	ED 354 599
Educational Outcomes and Indicators for Students Completing School.	25p.	L1	ED 354 661
Effecting Change in a Resistant Organization.	9p.	L1	ED 354 960
Effective Compensatory Education Sourcebook. Volume I (Revised): Effective Educational Practices in Schools that Serve Disadvantaged Students.	77p.	L1	ED 355 326
Eighteenth Century Short Title Catalogue on CD-ROM.	9p.	L1	ED 354 908
An Essential Guide to Graduate Admissions. A Policy Statement.	65p.	L1	ED 354 844
Fact and Fiction: Literature across the Curriculum.	99p.	L1	ED 354 548
Framework for a Locally Developed Language Arts Curriculum (ECS-Grade 12) for a Language Other Than English or French.	45p.	L1	ED 354 762
Growing Greener Cities: A Tree-Planting Handbook.	135p.	L2	ED 355 103
Guides for the National Observance of Children's Sabbaths: Christian, Catholic, and Jewish Guides.	143p.	L1	ED 355 001
Handbook for High School Teachers: Staff Development on the Topic of Constitutional Government.	34p.	L2	ED 354 697
Heading toward Commencement: Questions and Answers on Reaching National Education Goal 2: "By the Year 2000, the High School Graduation Rate Will Increase to 90 Percent." Resource Document.	21p.	L1	ED 354 596
Hearing on H.R. 5730, the Lead Exposure Reduction Act of 1992.			

(072) Book/Product Reviews

Consumer's Guide to Science Curriculum. Developing Science Curriculum for High Ability Learners K-8. Draft.
285p. L2 ED 354 710

Preliminary Humanities Tech Scout Report and Scouting for Multimedia, the Search Goes On.
65p. L1 ED 354 952

What in the World Is Music in "World of Music?" A Critique of a Commonly Used Textbook Series. Elementary Subjects Center Series No. 76.
173p. L1 ED 355 155

(080) Journal Articles

Acquisition Policy Planning and Litigation: Language Planning in the Context of "Y.S. v. District of Philadelphia."
34p. L1 ED 354 728

Addressing Contextual Issues Relevant to Language Teaching in South Africa: Implications for Policy and Practice.
17p. L1 ED 354 725

Ball-Stick-Bird: Teaching with the Story Engram.
17p. L1 ED 354 692

Beyond Academics in the Preparation of Educational Leaders: Four Years of Action Research.
11p. L1 ED 354 610

Can You Apologize Me? An Investigation of Speech Act Performance among Non-Native Speakers of English.
24p. L1 ED 354 727

Changing the Firm through Training.
5p. L1 ED 354 300

A Comparative Study of Compliment Responses: Korean Females in Korean Interactions and in English Interactions.
16p. L1 ED 354 726

The Compelling Influence of Nonlinguistic Aims in Language Status Policy Planning in Puerto Rico.
26p. L1 ED 354 730

Curriculum Development in the Sixth Form: The Potential for Changes in Approaches to Writing Skills at Tertiary Level.
9p. L1 ED 354 756

Errors in Focus? Native and Non-Native Perceptions of Error Salience in Hong Kong Student English - A Case Study.
12p. L1 ED 354 748

An Evaluation Study of a Programme To Teach Standard Report Writing.
16p. L1 ED 354 754

Language in Education: Hard Choices for Hong Kong.
9p. L1 ED 354 744

Misreading Viewpoints: Reading Problems among ESL University Students in Hong Kong.

The ADA Mandate for Social Change.	284p.	L3	ED 354 660
Adolescents with Chronic Illnesses-Issues for School Personnel. (Third Edition.) Cydline Reviews.	39p.	L1	ED 354 673
An African-American Bibliography: Education. Selected Sources from the Collections of the New York State Library.	28p.	L1	ED 354 905
Biblionoticias. Numbers 1-34, 1980-1986.	117p.	L1	ED 354 924
Biblionoticias. Numbers 35-67, 1986-1992.	162p.	L1	ED 354 925
Bibliotherapy and Children's Award-Winning Books.	41p.	L1	ED 354 470
The Changing Work Force. Trends and Issues Alerts.	4p.	L1	ED 354 383
The Development of Social Communications Curricula: A Proposal and a Resource Compendium.	14p.	L1	ED 355 295
French as a Second Language. Annotated Bibliography of Learning Resources: Beginning Level. Early Childhood Services - Grade 12.	111p.	L1	ED 354 731
From Bulletin Boards to Electronic Universities: Distance Education, Computer-Mediated Communication, and Online Education. ACSDE Research Monograph, Number 7.	76p.	L2	ED 354 897
Minority Participation in Continuing Education. Trends and Issues Alerts.	4p.	L1	ED 354 384
Portfolio Assessment in Adult, Career, and Vocational Education. Trends and Issues Alerts.	4p.	L1	ED 354 385
Project RETOOL: Integrating Special Education Technology into the Higher Education Curriculum 1990-1992. Summation Bibliography.	35p.	L1	ED 354 686
Resources in Education (RIE). Volume 28, Number 7.	p.	L2	ED 354 297
South Carolina 2000...Getting There with Instructional Television. A Correlation of South Carolina's Instructional Television Resources to the National Education Goals for the Year 2000.	22p.	L1	ED 354 867
Stories from around the World: An Annotated Bibliography of Folk Literature.	107p.	L1	ED 354 532
Vocational/Career Counseling and Career Education for Special Populations. Annotated Resource List.			

12p. L2 ED 354 715

Training Opportunities Partnership Program. Final Performance Report, Evaluation Report, and Methodology Guide.
149p. L1 ED 354 361

Training with a Vocational Outcome for Adults with Intellectual Handicaps.
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Understanding One Writer's Growth: Case Study Materials. Elementary Subjects Center Series No. 66.
112p. L1 ED 354 537

The University--Some Differences from Other Organizations.
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University-Level Learners of Spanish in Ireland: A Profile Based on Data from the TCD Modern Languages Research Project. CLCS Occasional Paper No. 35.
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20p. L1 ED 354 824

Using Computer-Based, Telecommunications Services To Serve Educational Purposes at Home. Final Report.
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The Vocabulary Conundrum. Technical Report No. 570.
17p. L1 ED 354 489

Where in Louisiana with Teacher Manual.
32p. L1 ED 354 854

Whole-Language Principles Applied to a Remedial Reading Course, X100 at Indiana University at South Bend.
49p. L1 ED 354 480

Workplace Skills Enhancement Program. Dissemination Report.
343p. L1 ED 354 395

Written Ute English: Texture, Construction, and Point of View.
15p. L1 ED 354 770

(142) Reports - Evaluative

The Achievement Testing Provisions of the Virginia Home Schooling Requirements. Testimony for the Virginia State Legislature.
8p. L1 ED 355 267

Alternative Assessments in Math and Science: Moving toward a

Behavior. Recent College Graduates Study. E.D. TABS.	96p.	L1	ED 354 809
An Ethnographic Study of the Mathematical Ideas of a Group of Carpenters. Monograph Number 5.	220p.	L2	ED 355 089
Evaluating Climate in Nine "Good" High Schools in Tennessee, Kentucky, and North Carolina.	18p.	L1	ED 355 283
Evaluation of Minority Retention Programs: The Undergraduate Research Opportunities Program at the University of Michigan.	27p.	L1	ED 355 309
Evaluation of the Gender Equity Workshops.	28p.	L1	ED 354 948
Evergreen Valley College Success Rates for Hispanic Enlace Students Compared to Other Hispanics in the Same Courses, Fall 1992. Research Report #489.	10p.	L1	ED 354 936
Examining Preservice Experiences through Journals.	54p.	L1	ED 355 239
Explicating Biology Vocabulary with Etymologies.	12p.	L1	ED 354 493
Exploring the Reading Development of 12th-Grade Georgia High School Students through Reader Autobiographies.	53p.	L1	ED 354 506
The Fact Book, 1991-1992. College of the Canyons.	127p.	L1	ED 354 949
Farmers' Cooperatives in Nigeria: A Vehicle for Mutual Help and Education.	8p.	L1	ED 354 405
Features of Wisdom: Prototypical Attributes of Wise People.	20p.	L1	ED 354 421
Federal Language Policy and American Indian Education. Revised.	22p.	L1	ED 355 060
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Fifth-Graders' Ideas about European Exploration of the New World Expressed before and after Studying This Topic within a U.S. History Course. Elementary Subjects Center Series No. 78.	95p.	L1	ED 355 157
Fifth-Graders' Ideas about Native Americans Expressed before and after Studying Them within a U.S. History Course. Elementary Subjects Center Series No. 77.	104p.	L1	ED 355 156
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A Two Year Study of Substance Use among Secondary Students:			

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Families, Infants and the Justice System.	41p.	L1	ED 354 650
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Guiding Future Research on the Community College Transfer Function: Summary of a National Seminar (Washington, D.C., September 21-22, 1992).	10p.	L1	ED 354 973
Hommage a Rene Jeanneret (Festschrift in Honor of Rene Jeanneret).	254p.	L1	ED 354 736
Hongkong Papers in Linguistics and Language Teaching, 12.	97p.	L1	ED 354 738
Hongkong Papers in Linguistics and Language Teaching, 13.	93p.	L1	ED 354 743
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Resources in Education (RIE). Volume 28, Number 7.	p.	L2	ED 354 297
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Working Papers in Educational Linguistics (WPEL), Fall 1992.	135p.	L1	ED 354 724
WPEL: Working Papers in Educational Linguistics, Spring 1992.	87p.	L1	ED 354 716

Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session (September 10, 1992).	98p.	L1	ED 355 004
Helping Your Child Learn Math with Activities for Children Aged 5 through 13.	68p.	L1	ED 355 122
Higher Education and Regional Development. A Compendium of Public Service Activities by Colleges and Universities in Northern New York.	229p.	L1	ED 354 816
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Mental Retardation: Definition, Classification, and Systems of Supports. 9th Edition.	180p.	L3	ED 354 695
Mississippi Curriculum Structure: Social Studies.			

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Notions of "Error" and Appropriate Corrective Treatment.
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Typological Transfer, Discourse Accent and the Chinese Writer of English.
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(090) Legal/Legislative/Regulatory Materials

The Achievement Testing Provisions of the Virginia Home Schooling Requirements. Testimony for the Virginia State Legislature.
8p. L1 ED 355 267

Children's Initiative, H.R. 5600. 102D Congress, 2D Session in the House of Representatives.
170p. L1 ED 355 290

Community Works Progress Act of 1992. Hearing on S. 2373 To Amend the Job Training Partnership Act To Establish a Community Works Progress Program, a Youth Community Corps Program, and a National Youth Community Corps Program, and for Other Purposes, before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate,

32p. L1 ED 354 342

The Wonderful World of Mathematics: A Critically Annotated List of Children's Books in Mathematics.
254p. L2 ED 355 124

Workplace Literacy: A Guide to the Literature and Resources. Information Series No. 352.
64p. L1 ED 354 388

(132) Reference Materials - Directories/Catalogs

Alternative Assessments in Practice Data Base. Project 1.2: Technical Assistance on Assessment Issues. Annual Report of Communication, Training and Dissemination Activities.
174p. L1 ED 355 241

Bibliographie Moderner Fremdsprachenunterricht, 1991 (Bibliography of Modern Language Instruction, 1991).
499p. L1 ED 354 780

Collective Bargaining in Higher Education and the Professions. Bibliography No. 19.
91p. L1 ED 354 835

Electronic Resources in Education: An Annotated Guide to Resources in Primary and Secondary Education.
29p. L1 ED 354 859

Homework Help and Home/School Communications Systems: Examples from AMERICA 2000. Issue Briefs.
16p. L1 ED 354 870

Programs to Strengthen Families: A Resource Guide. Third Edition.
204p. L3 ED 355 042

Special Education Certification Survey of the States, Summer 1990. Information Bulletin #45.
55p. L1 ED 354 640

Student Financial Aid for North Carolinians.
54p. L1 ED 354 806

(133) Reference Materials - Geographic Materials

World Eagle, The Monthly Social Studies Resource: Data, Maps, Graphs. 1990-1991.
433p. L2 ED 355 140

(140) Reports - General

Advisement Programs: A New Look at an Old Practice.
41p. L2 ED 354 447

America's Adolescents: How Healthy Are They? Volume 1. Profiles of Adolescent Health Series.
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Department of Education: The Eisenhower Math and Science State Grant Program. Report to the Chairman, Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.	34p.	L1	ED 355 115

Fifth-Graders' Ideas about the Westward Expansion of the United States Prior to the Civil War, Expressed before and after Studying the Topic within a U.S. History Course. Elementary Subjects Center Series No. 82.	89p.	L1	ED 355 159
From Prop to Mediator: The Changing Role of Written Language in Children's Symbolic Repertoires. Occasional Paper No. 32.	28p.	L1	ED 354 521
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